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The construction and standardization of a first grade general readiness test and evaluation of its diagnostic and predictive value

Josina Elbert

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THE CONSTRUCTION AND STANDARDIZATION
OF A FIRST GRADE GENERAL READINESS TEST AND EVALUATION OF ITS
DIAGNOSTIC AND PREDICTIVE VALUE

by

Sister Josina Elbert, F.C.S.P.

A DISSERTATION
SUBMITTED IN PARTIAL FULFILLMENT OF THE
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Date May 26, 1966

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CHAPTER I

ORIGIN OF THE PROBLEM

In our present civilization the word "change" probably characterizes more things than any other word in the English language. Means of communication have shown the most obvious and rapid changes in recent years, although industrial technology has followed this speed of transformation closely. But not all things change equally fast. Social change is much slower, particularly in some parts of the world. Probably the element in modern society which is slowest to change is education.

The writer feels that this changing civilization has greatly influenced the pre-school child, and that initial education has not changed sufficiently to meet the demand. The first grader of today comes to school with a much broader background than the first grader of twenty years ago.

Possibly one of the most outstanding causes of change has been television. Television has acquainted the child with both domestic and wild animals and has shown him their habitats, characteristics and eating habits. Walt Disney has unfolded for the child many of the secrets of nature. Through repetition of television commercials the child has learned to read words. He recognizes letters and can associate a name with them. Numbers have come to be more meaningful. Television has increased the child's speaking vocabulary to include such words as sputnik, computer, and news commentator. Television has given the

contemporary child a course in fundamental geography. He knows what the country looks like in the snowy wastes of the Arctic, the scorched deserts of Africa, and the teeming jungles of the Amazon. Television has provided the child from the lower socio-economic group with opportunities that would never have been his in travel, cultural opportunities and educational background.

Twenty years ago it was impossible to find for the first grader a book of fiction or information that was written in his controlled reading vocabulary. Today there is an abundance of such literature on the market. Any interested parent can purchase such books not only at bookstores but even at grocery stores or shopping centers. Through attractive books or phonograph records, the contemporary child can become acquainted with the nursery rhymes and fairy tales that should comprise his literature background.

At this time there is more concern about the printed symbol than ever before.

By the time a child enters first grade he has made a good start on his education. He has probably learned more in the early years than he will ever learn in six years again. From a helpless infant, he has grown into an independent person who understands close to 25,000 words in the English language.¹

Most parents are deeply concerned about the child's initial foundation in reading and, consequently, make great efforts to lay a wholesome foundation upon which a formal education can be built. They read to their children, they purchase educational toys which are on the market in abundance and they provide many travel opportunities. People the world over are improving themselves to live a better existence.

¹W. D. Boutwell, "What's Happening in Education", PTA Magazine, (Summer 1963), P. 34.

During the past thirteen years the writer has taught the first grade. Each September, as is customary, readiness tests were administered to the students. The writer noticed during these thirteen years that class medians have steadily mounted. This finding seems to support the belief that readiness tests are in need of revision.

Such knowledge stirred the writer to develop a readiness test. One form of the Contemporary School Readiness Test was constructed. This initial form of the test contained over 300 items and fifteen sub-tests.

Most readiness tests on the market test only readiness for reading. Although reading is probably the most important subject in the curriculum for the first grader the writer is of the opinion that information on the child's readiness for other subjects in the curriculum will be of great value to the teacher.

Almost every educational magazine has published articles on the different facets of listening. Much research has been done in the field during the past fifteen years; yet there is only one test written specifically to test listening comprehension. The Contemporary School Readiness Test contains a sub-test that measures listening comprehension.

Most schools in the United States are now teaching modern mathematics or are in the process of adopting the new approach. It seems only proper that a readiness test should evaluate children's background for the basic modern mathematics concepts.

Many readiness tests include a test in motor control. A score is usually obtained through the child's ability to reproduce symbols. It would seem that the greatest insight into the child's motor control would be achieved by having the child reproduce letters and words as

he will in the school situation.

Possibly the most unique aspect of the Thesis Test is the reading test. The test measures a child's ability to learn to read by actually teaching the child to read. The child is taught to read a five-word story which appears on a poster. He is also taught to recognize the five words in isolation. Following the teaching period and a specified lapse of time the child's retention is checked.

Chandler comments in a recent article:

In this fast-moving, nuclear space age it is well to remember that the battle between man and his environment is as old as life itself. This age-old battle has never been won and never been lost. Instead dynamic equilibrium has come through adaptation. Without adaptation there could be no survival. In our present dilemma, if we are to maintain the equilibrium between man and his rapidly changing environment, we can do so only by the process of adaptation. Not to adapt is to wither and die, to adapt is to live and grow.²

If the contemporary child has these wonderful opportunities for learning and if he comes to school with an enriched background then educators must provide the proper education to achieve such an aim. Coupled with this testing techniques must be improved to meet the needs of today's children. Educators must heed the challenge of President Johnson. In his message to the Congress on January 4, 1965, he stated:

We must demand that our schools increase not only the quantity but the quality of America's education. For we recognize that nuclear age problems cannot be solved with horse and buggy learning. The three R's of our school system must be supported by the three T's:

Teachers who are superior, techniques of instruction that are modern, and thinking about education which places it first in all our plans and hopes.³

One of the first steps toward this adaption would be a revision

²Caroline A. Chandler, "The Importance of the Early Years," Childhood Education, XXXIX, (September, 1962), pp. 22-44.

³U.S. President, 1964- (Johnson). Elementary and Secondary Education Act of 1965.. July 28, 1964.

of the techniques used to evaluate a child's readiness for school.

Purpose of the Study

Apparent to all school personnel today is the inability of many pupils in the elementary and high schools--and even in the college--to master graded subject material. The recognition of such a problem is reflected in the many remedial programs now being used, particularly in reading. Emphasis is now being placed on prevention instead of correction; and, consequently, such attention is being directed to the primary grades to locate the difficulty.

Recognition of need for a contemporary measure of school readiness has prompted the development of this study. The test with its new format, contemporary terms, and more inclusive approach has been designed to meet the needs of the mid-twentieth century kindergarten and first grade child. To construct a test similar in design and purpose to those already available would be merely a duplication of effort. It is the purpose of this study to demonstrate the effectiveness of the Contemporary School Readiness Test as a measure of school readiness at this period of educational history.

In the development of such a test, the accepted criteria for tests of pre-school children have been recognized. Such a list was developed by Stutsman in his treatment of the problem in Mental Measurement of Pre-School Children.⁴ Since readiness tests are similar in design and purpose to mental tests, Stutsman's criteria should serve as an adequate guide to the development of readiness tests:

⁴R. Stutsman, Mental Measurement of Pre-School Children. (New York: World Book Co., 1931), p. 143.

- a. The test material should have an inherent interest for the child.
- b. A large variety of activities and abilities should be tested with low inter-correlations between the tests.
- c. There should be variations in difficulty of the test items to such an extent that the dullest child can pass the easiest one and the brightest child will fail the most difficult.
- d. Simplicity of material is an asset.
- e. Tests should be easy to administer.
- f. The method of scoring should be objective, eliminating subjective judgment as far as possible.
- g. The test items should show a marked differentiation between the groups with different capacities.
- h. The score received on the tests should show a high correlation with a criterion test given some time after administration of the aptitude test.
- i. The selection of cases should be as near a sampling of the whole community as possible.
- j. The final test must be easy to score.⁵

The writer has applied these criteria to the construction of the test which forms the subject of this study.

Unique Contributions of the Contemporary School Readiness Test

The Contemporary School Readiness Test is in many ways distinctly different from other available readiness tests. This test has served to combine the most desirable features of all such tests and to eliminate, insofar as possible, the undesirable features. Besides offering tests of skills that are in all readiness tests, it offers tests in areas that have never before been included in a readiness test. In the follow-

⁵Ibid.

ing ways this test may be said to contribute to a more functional measure of school readiness:

1. The prime purpose of the Contemporary School Readiness Test is to discriminate quickly and accurately those pupils who may present evidence of a lack of aptitude for initial formal education and to determine those children that are accelerated beyond the period of readiness.

2. The Contemporary School Readiness Test is written for present-day children and has tests in areas that have never before been included in a readiness test. During the past fifteen years little has been done to change the conventional readiness tests on the market. When revisions of existing tests have been made, only slight changes were noticeable. This is an updated measure of readiness for school.

3. The Contemporary School Readiness Test is the first general readiness test constructed since the Metropolitan Readiness Test in 1948.

4. This is a group test designed to be given to a group of ten to fifteen children at a time. With the assistance of a teacher-helper the test can be administered to a complete class of children.

5. The construction of the Contemporary School Readiness Test followed the most widely accepted practices of test construction in the selection of items. The tests underwent four revisions over the four year period in which they were standardized. The difficulty and discrimination of each individual item was determined four times. Items are arranged in the test in the order of increasing difficulty.

6. Since the Contemporary School Readiness Test tests many factors heretofore not included in a readiness test, it is thought to be a more adequate measure of the child's complete readiness for school than existing measures not updated to modern needs.

7. Since the attention span of the young child is relatively short, the time necessary for the administration of each test is kept at a minimum.

8. Directions for administering the test are relatively simple and brief so that it may be administered by any classroom teacher. The tests are easily scored. All of the tests in the battery can be administered to the class as a whole. Only one test calls for individual check by the administrator.

9. The test has the advantage of having two equated forms.

10. An updated format makes the test attractive.

CHAPTER II

HISTORICAL BACKGROUND

"Readiness for reading" is a phrase familiar to anyone interested in the teaching of reading. Success in learning at any level depends upon the readiness that the student brings to the learning. Few articles concerning the place of readiness in areas other than reading appear in educational periodicals and books, but in reviewing the literature in the field of reading, one finds many concerned with readiness.

In the early decades of American reading instruction, children were sent to school at two or three years of age. They were immediately taught the alphabet and to read by memorization and the use of the spelling method.

As state support of public education gained greater favor, most states passed a law to the effect that public school support would be provided for children at six years of age. As a result of this the age to begin reading was fixed at six years.

During the 1920's educators became greatly concerned about the large number of failures in first grade. Investigations were made and the conclusion reached that not all children are ready to learn to read at the age of six years. More research was conducted to determine the factors that contribute to readiness for undertaking reading.

In 1926 the International Kindergarten Union in cooperation with the United States Bureau of Education conducted investigations on "Pupil Readiness for Reading Instruction upon Entrance to First Grade." The

first article on this subject was published in the magazine Childhood Education in January, 1927. Two of these articles used the term "reading readiness". It is believed that this was the first time the phrase was used in reading vocabulary. In Gray's summaries published in 1928, he reported for the first time three studies on reading readiness. A few masters' theses and a trickling of articles appeared on the subject before the close of the decade. The first doctoral dissertation on readiness was reported in 1927. From that time on the number of master and doctoral studies increased, reaching a peak in the years 1937 to 1940. The recent bulletin Research in Reading Readiness⁶ lists seventy-one titles of published and unpublished research that have been conducted within the past sixteen years.

Perhaps one of the earliest attempts to find measures for testing school readiness other than intelligence tests was that developed by Smith in a study of "Matching Ability as a Factor in First Grade Reading".⁷ In this study children were asked to match upper and lower case letters to determine their readiness to read. Since that time (1928) many other similar tests have been constructed to test other factors.

The first readiness test was published in 1926 by Francis M. Berry and was called the Baltimore Reading Readiness Test.⁸ Since that time a number of similar tests have been developed but not published.

⁶Doris V. Gunderson, Research in Reading Readiness (Washington: United States Government Printing Office, 1964), pp. 35-38.

⁷Nila B. Smith, "Matching Ability as a Factor in First Grade Reading," Journal of Educational Psychology, XIX, (November, 1928), p.560-563.

⁸James R. Hobson, "Reducing First Grade Failures," Elementary School Journal, XXXVII, (September, 1936), p. 30.

In addition there are available at the present time many tests published for such purpose. Most of these tests were constructed and standardized during the 1930's and 1940's and have had few major changes since then.

The Nature of Readiness for Learning

Readiness for learning has various connotations. It is usually referred to in a reading context as readiness alone and is concerned with those factors assumed to be prerequisites for achieving success in beginning reading. Some believe that readiness deals with the chronological age necessary for the child to learn with ease. Others believe that readiness is dependent upon social or emotional maturity. However, as Russell states, "The modern concept of readiness is that it is based on a combination of physical, mental, social, and psychological factors."⁹ Readiness is the stage in a child's development when he can learn easily, effectively, and without emotional disturbance. It cannot be a definite point in development, however, because growth is a steady, continuous process, always ongoing. Burton maintains:

Rather it is a condition or state, indicating that a child is ready to read, study arithmetic, ready to interpret time sequence in history, ready to attempt creative composition, ready to participate in group activity.¹⁰

Readiness for these and other types of learning appear at widely different periods. A child may be ready for certain types of learning experiences in infancy and not be ready for others until the period of adolescence. The emergence of readiness for any type of learning in any

⁹David H. Russell, Children Learn To Read (New York: Ginn and Company, 1961), p. 168.

¹⁰William H. Burton, Reading In Child Development (New York: Bobbs-Merrill Co., 1956), p. 167.

individual is affected by a number of factors. Bond and Wagner list ten activities which are important in reading readiness. These include picture interpretation, left-to-right orientation, experiential backgrounds, extent of vocabulary, quality of oral English, ability to attend, to sense a sequence of ideas, to follow directions, to handle equipment, and the desire to read.¹¹

Durrell has discussed several concepts of reading readiness, some of which he considers false and, if put into practice, responsible for a number of reading failures. One of these false concepts he terms the "mysterious appearance concept" so that readiness activities are not an essential part of instruction.¹² Another concept considered false by Durrell is that emotional and personality adjustment is the basis of reading success. The theory that mental age of six or more is necessary to learn to read is also challenged by Durrell. He points out that correlations between mental age and learning to read in the first grade range from 0 to +.60. He feels that such a relationship is too low to be indicative of success. He feels that other factors are more important to success in reading than intelligence test scores.¹³

Robinson maintains that both visual and auditory discrimination can be increased by specific instruction. She also holds that the desire to read can be "quickened through reading aloud stories and factual materials which interest young children."¹⁴

¹¹Guy L. Bond and Eva Bond Wagner, Teaching the Child To Read (New York: Macmillan Co., 1961), p. 107.

¹²Donald D. Durrell, Improving Reading Instruction (Yonkers, N.Y.: World Book Co., 1956), pp. 46-48.

¹³Ibid.

¹⁴Helen M. Robinson, "Development of Reading Skills," Elementary School Journal, LVIII, (February, 1958), pp. 268-274.

Smith, summarizing the research in reading readiness in 1950, stated that the experiential backgrounds of children represents a significant factor in learning to read. She found that research emphasized the advantages of opportunities for children to make some use of the elements of the reading process as a preparation for initial reading in books.¹⁵

The Importance of Readiness for Learning

For centuries schools have been attempting to arrange the most effective educational program for children. Formerly programs were based on adult judgments, on mature interests and needs, even though designed for immature learners. Almost invariably school experiences were woven around the logical organization and systematic presentation of subject matter. Only with the advent of research did the schools seriously consider the nature of the learner and attempt to align their programs with the child's capacities, interests, and needs.

One of the foremost factors in adjusting school experiences to the learner is readiness. Before children undertake any learning activity, the teacher must find out whether or not they are ready to carry on the activity successfully; and, if they are not, he must help them to secure the necessary background experiences.

A number of studies have been conducted for the purpose of determining the value of readiness programs. Edmiston and Peyton reported a study which indicated that readiness is a valuable part of

¹⁵Nila B. Smith, "Readiness for Reading," Elementary English, XXVII, (February, 1950), pp. 91-106.

the reading program.¹⁶ In a study conducted by Steinbach the writer concluded that the readiness program proved to be beneficial in preparing children for reading instruction.¹⁷ Although most educators agree regarding the importance of readiness for reading, McCracken feels that too much stress has been placed on readiness. He believes that the extension of prereading activities farther into the school year would be unwise. As he stated "the trend in readiness places the blame on the children".¹⁸

Some children may be ready to read when they enter school and will not need to spend any time in readiness activities, while others may need as much as eight weeks of readiness instruction.

Factors Influencing School Readiness

The first step in the construction of the Contemporary School Readiness Test was to determine the factors which influence readiness for school. Although there is a dearth of material on the factors needed for mastery of first grade material there is an abundance on the factors necessary for reading success.

Authors do not agree on the factors that contribute to readiness for beginning school. Smith maintains that they are intelligence, physical fitness, cultural background of the home, home and community experience, social experiences, emotional development, language

¹⁶R. W. Edmiston and Bessie Peyton, "Improving First Grade Achievement by Readiness Instruction," School and Society, LXXI, (April 15, 1950), pp. 230-232.

¹⁷Sister Mary Nila, O.S.F., "Foundations of a Successful Reading Program," Education, LXXIII, (May, 1953), pp. 543-545.

¹⁸Glenn McCracken, "Have We Over-Emphasized the Readiness Factor?" Elementary English, XXIX, (May, 1952), pp. 271-276.

ability, attendance at kindergarten and informal reading experiences.¹⁹ Harris lists the age factor, the sex factor, intellectual factors, physical fitness, experience, language factors, emotional and social maturity and interest in books as the factors involved in readiness.²⁰ Durrell asserts that "Certain background abilities have been clearly established as essential to reading success. Other background abilities appear important, and they are included in the readiness program despite the lack of research."²¹ He goes on to state that two background abilities known to be important to beginning reading are visual and auditory discrimination of word elements.

The lists of factors necessary for beginning school are more alike than they are different. The writer will treat the factors under the headings of intelligence, physical fitness, social and emotional adjustment and background experience. Since the writer feels that listening comprehension is a major factor in beginning learning success and since it has not hitherto been treated as a factor it will be treated separately.

Intelligence Factor.-General intelligence is considered by many authorities as the most important single factor in readiness for school. The results of general intelligence tests for children are expressed in terms of mental age (MA) and intelligence quotient (IQ). The mental age

¹⁹Nila B. Smith, Reading Instruction for Today's Children (New Jersey: Prentice-Hall, Inc., 1963), pp. 455-458.

²⁰Albert J. Harris, How To Increase Reading Ability (New York: David McKay Company, 1961), pp. 25-42.

²¹Donald D. Durrell, Improving Reading Instruction (New York: World Book Co., 1956) pp. 41-42.

helps the teacher to evaluate the child's level of growth, and the intelligence quotient helps the teacher to understand his rate of development.

In speaking of the intelligence quotient, there is agreement that in general the lower the IQ the more slowly the child will learn, the more help he will need, and the more likely he is to experience difficulty. Conversely, the higher the IQ the more easily and successfully the child should learn to read, and the higher the level of achievement he should be able to attain. It has been stated by Hildreth that most investigations show a substantial correlation between the child's intelligence test ratings, general achievement, and reading achievement at the end of a year or two of schooling.²² Gates also has pointed out that the correlation between success in reading and the intelligence quotient is fairly high.²³

Concerning mental age, authors have different views about the degree to which mental maturity is related to progress in reading. Harrison concluded from experimental data available that the single factor which most accurately insures readiness to read is a mental age of six and one-half years.²⁴ Some writers have set a definite minimum mental age necessary for success in first-grade reading. Mental age is a significant factor, but there are too many other factors besides intelligence involved to set a minimum mental age at which all children

²²Gertrude H. Hildreth, Readiness for School Beginners (New York: World Book Co., 1950), p. 66.

²³Arthur I. Gates, The Improvement of Reading (New York: The Macmillan Co., 1947), p. 153.

²⁴Martha L. Harrison, Reading Readiness (Boston: Houghton Mifflin Co., 1936), pp. 5-6.

will be able to begin learning to read and make satisfactory progress. According to Gates, the mental age necessary for beginning reading will vary with the materials used, the efficiency of teaching, the amount of individual instruction, and frequency and treatment of special difficulties, such as visual defects.²⁵ Durrell stated that while a mental age of six or more may be a useful guide for general adjustment to first-grade work, it is somewhat irrelevant in regard to predicting success in primary reading.²⁶

While there is a substantial relationship between mental age and learning to read, Harris believes that present evidence does not justify the establishment of an absolute dividing line at any one mental age, such as six years or six and one-half years.²⁷ In the absence of decisive evidence, Harris is of the opinion that the following conclusions concerning the relationship of mental ability to success in beginning reading seem justified:

1. There is a substantial relationship between mental age and the ease of learning to read. Most children who fail in reading in the first grade have mental ages below six years. The more mature children not only learn more easily but also retain what they learn better than the less mature children.
2. Most children who have normal IQ's and MA's above six years, and are free from special handicaps, can be successfully taught to read in the first grade.
3. It is not possible to set a definite minimum mental age for

²⁵Arthur I. Gates, "The Necessary Mental Age for Beginning Reading," Elementary School Journal, XXXVII, (March, 1937), pp. 497-508.

²⁶Donald D. Durrell, Improving Reading Instruction (New York: World Book Co., 1956), p. 48.

²⁷Albert J. Harris, How to Increase Reading Ability (New York: Longmans, Green and Co., 1956), p. 29.

learning to read because too many other factors are involved.²⁸

Verbal aptitude, according to Bond and Wagner, is a major component of intelligence and the chief characteristic of intelligence related to reading development.²⁹ "Reading is talking," maintains Hester.³⁰ She asserts that reading is a mode of communication in which the writer speaks through the use of symbols. For this reason, facility in the use of oral language is closely related to success in reading. Hildreth points out that a child's ability to comprehend conversation and use oral language on approximately a six-year old's level is a fundamental readiness trait. She states that research studies have disclosed a high degree of agreement between a child's general mental maturity and his maturation in language.³¹

Physical Fitness.-- Children who are in good physical condition with normal energy and alertness that accompany good health are more ready to read, according to Hildreth, than children who have low general status of health.³² Proper development in general health, speech, hearing, and vision are very important. In some school systems every child entering the first grade is given a comprehensive examination by a physician. Poor vision and poor hearing are listed by some authors as the physical defects which most frequently interfere with beginning

²⁸Albert J. Harris, How to Increase Reading Ability (New York: Longmans, Green and Co., 1956), p. 29.

²⁹Guy L. Bond and Eva B. Wagner, Child Growth in Reading (Chicago: Lyons and Carnahan, 1955), p. 140.

³⁰Kathleen B. Hester, Teaching Every Child To Read (New York: Harper and Brothers, 1955), p. 48.

³¹Gertrude H. Hildreth, Readiness for School Beginners (New York: World Book Co., 1950), p. 15.

³²Ibid., p. 17.

reading. Karlin attempted to ascertain whether certain measures of physical growth related significantly to success in beginning reading in the first grade. In relating his findings, he stated that the relationship between skeletal development and reading readiness achievement test scores is definite, but it is too small to overcome the influence of chance when predictions of the dependent variable are attempted.³³ Bond and Wagner state that the role of speech defects as a cause of difficulty in learning to read is somewhat uncertain.³⁴

A child's ability to perceive visual similarities and differences is very important for progress in reading. Harris has said that even if the eyes are normal, the child may have immature visual perception. He notes that many young children pay attention only to the main characteristics of visual stimuli--size, shape, color--and ignore the details. When asked to match letters or words these children make many errors, not because of faulty vision, but because they do not notice differences which are obvious to older children.³⁵

Auditory perception, as well as visual perception, is an important factor in differences in reading growth. In some children, according to Harris, the inability to distinguish between words which sound somewhat alike is due to faulty hearing. In others, hearing acuity may be normal, but the child has not learned to perceive the differences in the sounds

³³Robert Karlin, "Physical Growth and Success in Understanding Beginning Reading," Journal of Educational Research, LI(November, 1957), pp. 191-201.

³⁴Guy L. Bond and Eva B. Wagner, Teaching the Child to Read (New York: Macmillan Co., 1961), p. 193.

³⁵Albert J. Harris, How to Increase Reading Ability (New York: Longmans, Green and Co., 1956), pp. 33-34.

of words.³⁶ If a child does not hear the differences between two words, he will have difficulty distinguishing between their printed symbols.

Differences between reading growth of boys and girls have been pointed out by many authors. Girls tend to mature earlier than boys in many aspects of growth; and the reading process of girls, on the average, is more rapid than is the reading growth of boys. Bond and Wagner have said that differences in learning ability show up rather early in the first grade and that boys are much more apt to get into serious difficulty than are girls.³⁷ Boys tend, even in pre-school years, to spend more time on large-muscle activities, according to Harris, whereas activities of girls in weaving, sewing or doll play may be advantageous in developing good close vision and fine manual skills.³⁸ Durrell expresses the thought that many types of quiet play in which girls spend more time than boys may have a bearing on the auditory and visual perception of words.³⁹

Social and Emotional Adjustment.--Three aspects of emotional and social maturity which are significant in readiness for school are listed by Harris as: (1) emotional stability, (2) the ability and desire to help oneself, or self-reliance, and (3) the ability to participate actively and cooperatively in group activities.⁴⁰ Hildreth holds that the beginner will need to take an interest in classroom projects and activi-

³⁶Ibid., p. 34.

³⁷Guy Bond and Eva Bond Wagner, Child Growth in Reading (Chicago: Lyons and Carnahan, 1955), p. 140.

³⁸Albert J. Harris, How to Increase Reading Ability (New York: David McKay Company, 1961), p. 27.

³⁹Donald D. Durrell, Improving Reading Instruction (New York: World Book Co., 1956), p. 143.

⁴⁰Harris, loc. cit. p. 40.

ties, pay attention to the teacher's instructions, take turns, and work well with others in the group in order to benefit from instruction in the first grade. The child who is more mature approaches his activities with self-confidence, and seems happy at school.⁴¹

Satisfactory personal and social adjustments make it possible to develop favorable attributes toward the school situation and in turn toward the reading situation, according to Tinker.⁴² He says that while favorable attitudes foster success in learning, unfavorable attitudes may result in failure to learn to read. Monroe asserts that when attitudes are right for learning, when material to be learned is within the child's ability, and when learning is successfully accomplished, there is a natural desire to continue learning.⁴³ Two important sources for developing favorable attitudes have been named by Monroe:

Favorable attitudes toward learning to read spring from two sources: (1) happy pre-school experiences with books in a home where children are accepted and loved as they are, a home which has fostered normal growth of personality by guidance rather than pressure, and (2) happy school experiences with books in a classroom where relationships with teacher and classmates and with appropriately selected materials encourage continued favorable attitudes.⁴⁴

Background of Experience.--Gates makes the statement that children come to school with a great variety of previous experiences and a great

⁴¹Gertrude H. Hildreth, Readiness for School Beginners (New York: World Book Co., 1950), p. 15.

⁴²Miles A. Tinker, Teaching Elementary Reading (New York: Appleton-Century Crofts, Inc., 1952), pp. 36-37

⁴³Marion Monroe, Growing into Reading (Chicago: Scott Foresman and Co., 1951), p. 22.

⁴⁴Ibid., p. 22.

range of information. The wider and richer a child's experiences and the greater his range of information, the better he is equipped to learn to read.⁴⁵ In discussing experiences as a basis for meaning, Betts says that printed symbols have significance for the learner to the degree that they stand for things within his experiences. From his previous experiences, the pupil extracts information and attitudes that are essential to success in the reading situation.⁴⁶

McKee stresses the importance of background for successful participation in reading activities:

There can be no reading without meaning. And there can be no meaning unless the reader has accumulated a wealth of concepts and experiences with which to interpret the symbols he sees in writing or print.⁴⁷

The importance of the home in developing background experience is indicated by Harris: "The general cultural level of a child's home is the most important determiner of the adequacy of his background of knowledge that will aid him in school."⁴⁸

Listening Comprehension.--Since listening is considered the newest of the language arts and since research in the field has been conducted for the most part within the past few years, this skill will be treated here as a separate factor in readiness for school.

Wilt found that elementary school children are expected to listen

⁴⁵Arthur I. Gates, The Improvement of Reading Instruction (New York: The Macmillan Co., 1947), p. 147.

⁴⁶Emmett A. Betts, Foundations of Reading Instruction (New York: American Book Co., 1954), p. 201.

⁴⁷Paul McKee, The Teaching of Reading in the Elementary School (Chicago: Houghton Mifflin Co., 1948), p. 74.

⁴⁸Albert J. Harris, How to Increase Reading Ability (New York: David McKay Company, Inc., 1961), p. 30.

an average of two and one half hours daily, or 57.5 per cent of their class time.⁴⁹ This fact alone would justify some attention to the art of listening.

In the primary grades, listening is probably the most effective tool for gaining information. Children commonly learn more and remember better through listening experiences than they do through reading experiences. The average listener actually retains not much more than twenty five to fifty per cent of the main ideas of the talk he hears. Listening contributes to the development of both speech and hearing vocabularies. This is obvious in the case of small children who universally learn to talk through listening to the speech of those around them.

Spache believes that training in listening should be begun in the kindergarten and early primary grades as an integral part of the readiness and early reading program. He further states that certain of these primary listening skills have been found to bear a significant relationship to early reading success.⁵⁰ In some of the early experiments in listening, the ability to listen to a story and supply a logical ending was found the best single predictor of success in early reading.

With the birth and growth of the concept of readiness, as its total importance comes more clearly into focus, and as its dimensions become more apparent, initial school training has come to rest on a firmer base. As this base or knowledge concerning readiness becomes firmer still with continued research, so will the initial teaching continue to be strengthened.

⁴⁹Marian E. Wilt, "A Study of Teacher Awareness of Listening as a Factor in Elementary Education," Journal of Educational Research, XLIII, (April, 1950), pp. 626-636.

⁵⁰George D. Spache, Toward Better Reading (Chicago: Gerrard Publishing Co., 1963), p. 183.

CHAPTER III

TESTING FOR READINESS

In Chapter II the factors which influence readiness for school were discussed. It will be the purpose of this chapter to show how such factors are tested in the instruments presently available for measuring readiness.

Different types of instruments are now available for testing a child's readiness for school. Perhaps the most widely used in the past was the intelligence test which classified those with high intelligence scores as being ready for reading and those with low scores as being too immature for the reading processes. That such an assumption is not without merit may be shown by the high correlations usually found between scores on intelligence tests and those on tests of reading achievement. Many feel that some phases of reading readiness are not measured by such tests, although they are still considered important as a factor in the readiness testing program.

With the advent of readiness tests which attempt to measure factors not adequately determined by intelligence tests, there arose the controversy concerning the relative merits of the group and the individual readiness test. Some have agreed with Betts that individual tests are better than group tests.¹ But, since most of the readiness

¹Emmett A. Betts, Prevention and Correction of Reading Difficulties (New York: American Book Co., 1936), p. 85.

tests or primary mental ability tests are group tests, and considering the fact that large classes of pupils do not permit individual administration of tests, group tests are the most widely used and the most practical for today's teacher. The combination of both a readiness group test and an intelligence test is probably a better diagnostic tool.

Many factors--for example, interest in reading or the ability to comprehend--do not lend themselves to objective-type testing. For such factors rating scales of various types have been developed. Such scales are often criticized as highly subjective. Opinions of kindergarten and primary teachers are sometimes used to guide classification of children's aptitude for school achievement.

In this chapter the use of intelligence tests, readiness tests, and other methods of testing readiness for school will be discussed.

Intelligence Tests for Pre-School Children

Originally the only measure which was available for testing school aptitude was the intelligence test. After the development of the readiness test, the intelligence test was retained as an important phase of the readiness testing program. However, in general, the intelligence test will not give the teacher specific suggestions or methods of working with the individual which a readiness test offers. Nevertheless, the score on a mental test may be one of a number of indications of probable success or failure.

Intelligence is related to successful achievement in all types of learning. In a program of developing readiness for school it is helpful to know the mental ability of the child so that teaching adjustments may be made effectively.

Evidence is at hand which shows that some very intelligent child-

ren fail to learn to read. Many of these children cannot comprehend, while others are handicapped by meager experience. Pupils of similar mental ages and IQ's often differ widely in success in first grade reading. Such evidence would indicate that intelligence tests alone should not be used as the sole criterion for the prediction of reading success. Gates found that mental age "provides a comparatively poor prediction of reading progress. It appears that mental age predicts reading progress less well than several individual sub-tests in a good reading readiness battery."²

Some of the factors found to be the most highly predictive of reading success are the ability to discriminate between letter and word forms, auditory discrimination, motor control and background knowledge.

Readiness Tests

Readiness tests are standardized instruments designed to assess the child's ability to profit from formal instruction in reading. They fulfill their purpose insofar as they predict success in learning to read. That is, the score made on the test itself must be indicative of what can be expected in achievement in reading and the other subject matter to be covered during the first year or two of formal instruction.

Readiness tests are, as a rule, administered as group tests. Some tests are primarily group tests, but may contain one or more sub-tests which must be given individually. In general, readiness tests contain items which attempt to measure maturity, information, comprehension of spoken language, ability to perceive similarities and dif-

²Arthur I. Gates, "Experimental Evaluation of Reading Readiness Tests," Elementary School Journal, XXXIX, (March, 1939), pp. 494-508.

ferences in symbols, letters, words or sentences, ability to follow directions, and the ability to draw simple figures.

Readiness tests vary as to the types of skills tested. In general, norms are based on total scores which determine percentiles predicted school success or pupil placement in categories such as superior, above average, average, or poor. Since the chief objective of readiness tests is prediction of success in learning to read, it is hoped that the test will separate the ready from the non-ready and that when first grade pupils are thus identified the school will adjust the curriculum accordingly.

Karlin conducted a study to re-examine the desirability of the practice of using existing reading readiness tests almost exclusively to measure the extent of readiness. Analysis of the data revealed a very small relationship between the scores on the readiness test and the achievement test that was given at the end of the year. Karlin stated that it was "virtually impossible to predict from a reading readiness test score how well any child in the sample will do on the reading test."³ Karlin concluded that the findings of the study clearly indicated the need for more research on the factors that contribute to readiness.

Henig conducted a study to determine the "cooperative forecasting value" of a reading readiness test and of teachers' estimates of their pupils' probability of success in learning to read. He concluded that the readiness test forecast quite successfully the outcome of children's experience with a formal reading program. He also found that the

³Robert Karlin, "The Prediction of Reading Success and Reading Readiness Tests," Elementary English, XXXIV, (May, 1957), pp. 320-322.

teachers' judgment had just as high a degree of predictive value as the tests.⁴

Allen and her associates conducted a study in which the results indicated that reading achievement appeared to be more closely related to knowledge of letter names and sounds than to other readiness abilities.⁵ The results of a study by Stewart indicate that there is a very significant relationship between individually and group-administered reading readiness tests and that success in reading was achieved when instruction was delayed until readiness instruments indicated readiness for reading.⁶

In general, the experimental data indicate that the relationship between scores on readiness tests and success in beginning reading is not high. Bremer tested over 2,000 first graders with a reading readiness test and later with a test of reading achievement. He reports only a slight relationship between the scores on the two tests.⁷ Lee and others, testing 164 first grade children, found a correlation of .49 between scores on the Lee-Clark Readiness Test and the Lee-Clark Primary Reading Test and a correlation of .54 between the former and the

⁴Max S. Henig, "Predictive Value of a Reading-Readiness Test and of Teachers' Forecasts," Elementary School Journal, L, (September, 1949), pp. 41-46.

⁵Ruth J. Allen, Sarah R. Gilfax and John F. Herrick, "The Relationship of Readiness Factors to First Grade Reading Achievement," Unpublished M. Ed. thesis, Boston University, 1959.

⁶Trunella W. Stewart, "Reading Readiness and Its Effect on Reading Achievement," Unpublished M. Ed. thesis, Illinois State Normal University, 1959.

⁷Neville Bremer, "Do Readiness Tests Predict Success in Beginning Reading?" Elementary School Journal, LIX, (May, 1958), pp. 222-224.

Gates Silent Reading Test. In the same study a group of teachers predicted the reading achievement of the pupils in their respective classes. The predictions and actual achievement ranged from .10 to .88. About half the teachers were as effective in predicting pupil achievement as was the readiness test.⁸

In a study by Deputy, first grade children were pre-tested with an intelligence test and various measures of reading readiness. The correlations between these tests and later reading achievement were as follows: Pintner-Cunningham Primary Mental Test general correlation, .70; visual readiness, .52; word recognition, .49; visual-auditory association, .39; and comprehension and recall, .37.⁹

Long-term prediction of reading achievement based on readiness tests administered in first grade is also hazardous. Moreau reports a correlation of .46 between readiness scores made in first grade and reading achievement in sixth grade.¹⁰ Baker reports data for over 200 children in grades four, five and six who read below grade norm, many of them showing severe retardation.¹¹ Readiness scores achieved on tests administered during first grade showed that an extremely high percentage of these reading failures had exceeded the national norm on the readiness test. Baker hypothesized that these findings stem from two

⁸J. M. Lee and W. W. Clark, "Measuring Reading Readiness," Elementary School Journal, XXXIV, (May, 1934), pp. 656-666.

⁹E. C. Deputy, Predicting First Grade Achievement, Columbia University Contributions to Education, No. 426, (New York: Bureau of Publications Teachers College, Columbia University, 1930).

¹⁰Margaret Moreau, "Long Term Prediction of Reading Success," California Journal of Educational Research, (September, 1950), pp. 173-176.

factors: standardized readiness test rate children too high; and the elementary classrooms from which these pupils came were characterized by drab, inferior instruction.¹¹

Other Measures of Readiness

Within recent years systematic observation of pupils by the teacher has become an important means of determining their behavior reactions, their physical, mental, and emotional characteristics, their assets and weaknesses. The teacher observes individuals in a variety of situations, in individual work and play and in group situations. She keeps a record of information on each pupil which she uses as an observational guide. Suitable lists or guides for observing the readiness factors of children may be obtained from a variety of sources including textbooks on the teaching of reading and teaching guides accompanying basal reading series. Suitable lists may also be obtained commercially in the form of record blanks, rating scales, and inventories, with ample space for recording information about individual pupils.

Thus, experimental data suggest that readiness tests, intelligence tests, and teacher evaluations appear to be about equally effective in predicting success in beginning reading. A combination of all three measures provides the best measure of readiness. This does not imply that readiness tests have little value to teachers. It does suggest that educators should not project into these tests a degree of predictive infallibility which they do not possess. It appears that some readiness tests "over-rate" children in regard to their readiness to deal with reading. It is possible that some of the tasks on the tests are more closely

¹¹Emily V. Baker, "Reading Readiness is Still Important," Elementary English, XXXII, (January, 1955), pp. 17-23.

related to the child's previous experiences than to what he will actually encounter in subject matter in grade one. Hence, it can be concluded that there is need for more research in the area of readiness tests.

After reviewing some of the studies on the predictability of readiness measures and pointing out the inaccuracy of the present measures, Spache's statement is fitting:

In the future, we hope to see increasing study of ways and means of assessing more of the important readiness factors. Then, as our diagnostic skill increases, there will be more attempts to devise training materials of proven values that will meet the needs disclosed by the diagnosis.¹²

It is the hypothesis of the present writer that measurements of readiness should not be condemned on the basis of the few negative evaluations of their usefulness. Rather, the negative findings should challenge the reading expert to improve the measurement device. Since it is generally conceded that the child's actual readiness is closely related to reading success, the writer does not feel that it is futile to attempt to perfect the measurement tool that will appraise this readiness. She concedes that the tool offered as a result of extensive study in this area may be a step toward the desired accurate measure. With Spache, the writer believes that reliable guides to readiness can be offered in a group test easily administered by the primary teacher. It is expected that the readiness measure offered in this study will form an effective supplement to the teacher's personal evaluation of the child entering first grade.

¹²George D. Spache, Toward Better Reading (Illinois: Gerrard Publishing Co., 1963), pp. 18-19.

CHAPTER IV

THE CONSTRUCTION OF THE CONTEMPORARY

SCHOOL READINESS TEST

With the increased interest and effort which is being directed toward improvement of our American schools, attention is being turned toward kindergarten and first grade instruction as the times in which more might be done in regard to improvement of educational development. Hillman maintains that kindergarten programs must be organized to meet the needs of the "sophisticated, TV indoctrinated five-year-old of today."¹ Kelley asserts that many five-year-olds enter kindergarten with a "built-in readiness" and that "kindergarten no longer needs to serve as a major socializing agency."²

Studies by Mayne,³ McNeil⁴, Pines⁵, Simmons⁶, Durkin⁷ and others

¹Rosemary Hillman, "In Defense of the Five-Year-Old," Saturday Review, XXXXVI, (November, 1963), 77ff.

²M. L. Kelley, "When Are Children 'Ready' to Read?" Saturday Review, XXXXVI, (July, 1963), 58ff.

³Lucille Mayne, "An Individual Study of the Reading Acceleration of Two Kindergarten Children," Elementary English, XXX, (April, 1963), pp. 406-408.

⁴J. D. McNeil and E. R. Keisler, "Value of the Oral Response in Beginning Reading: An Experimental Study Using Programmed Instruction," British Journal of Educational Psychology, XXXIII, (June, 1963), pp. 162-168.

⁵Maya Pines, "How Three-Year-Olds Teach Themselves to Read--and Love It," Harpers, CCXXVI, (May, 1963), pp. 58-64.

⁶V. C. Simmons, "Why Waste Our Five-Year-Olds?" Harpers, CCXXIII, (April, 1961), pp. 71-73.

⁷Dolores Durkin, "Children Who Learned to Read at Home," The Elementary School Journal, LXII, (October, 1961), pp. 14-18.

have shown that some pre-school children can and do learn to read before entering the first grade. Rather than try to fit children into a school pattern that was developed decades ago, an education must be provided that is both challenging and exciting to the contemporary first grader. A readiness test that gives insight into a child's background knowledge and reveals his strengths and weaknesses in areas of the curriculum will be a help toward improving the initial step in education.

First grade test books from many companies and in all areas of the curriculum were studied before construction of the test. All items in the test check knowledge included in the primary curriculum. The Science, Health and Social Studies Test checks knowledge in the specified areas that will be covered in the primary text books. The Number Test checks the background necessary for successful mastery of modern mathematics. The Handwriting Test checks the child's ability in manuscript which will be the form of writing used in grade one. The Auditory Discrimination Test checks his ability to distinguish rhyming words since auditory discrimination is a necessary skill for the mastery of phonics. The Reading Test will give the teacher some insight into the speed of presentation that should be used in teaching the first pre-primar of the reading series. The Listening Comprehension Test score will give the teacher information on the child's ability to listen and retain. This knowledge will be important in teaching all subjects of the curriculum.

Format of a test is of major importance. It is hoped that an attractive cover will possibly eliminate some of the tension that often accompanies test taking. All of the art work in the initial form of the test was done by the writer. A commercial artist was employed for the final forms.

A scoring frame was devised for checking the tests. Most of the pages in the test can be checked with the frame and a complete test can be checked in a matter of minutes.

A diagnostic test is one that checks many areas of a specific subject or skill and which provides sub-scores as well as a total. The Contemporary School Readiness Test is a diagnostic test checking the child's readiness for school. It has a battery of nine tests which check the child's readiness in all areas of the curriculum.

The writer aimed to construct a test that would be long enough to give reliable results and short enough to be adapted to the relatively short attention span of pre-school children.

Aimed at embodying the above characteristics of a good readiness test and of providing a measure that would predict first grade success, the Contemporary School Readiness Test was constructed and revised four times during the four years that the study was carried out.

CHAPTER V

STANDARDIZATION OF THE
CONTEMPORARY SCHOOL READINESS TEST

Since Chapter V will deal with the standardization of the test the writer will begin by clarifying important procedures used in test construction.

Item-Analysis Data. Their Computation, Interpretation, and Use in test Construction.--When items are selected for a test, several considerations must be taken into account. The first question is one of difficulty level. If an item is passed by 95 per cent of the group or better, it is obviously an easy item which does not discriminate very well except, perhaps, at the very bottom of the scale of the trait being measured. Such an item might do as a warm-up at the very beginning of the test to help the examinee to overcome some of his apprehension and test fright. But very many such easy tasks would be a waste of testing time that would accomplish no purpose. Similarly, a task so difficult that only five per cent or less were able to succeed would discriminate, if at all, only between superior and outstanding students. The distribution of item difficulty should ideally conform somewhat to the normal curve, most items being about middle level and a few at each extreme.

In item analysis, the second problem that arises is the discrimination value of each item. By this is meant the degree to which the single item separates the superior from the inferior individuals in the

traits measured. In actual practice discrimination indices close to 100 will virtually never be obtained. According to Davis, "Items with discrimination indices above 20 will ordinarily be found to have sufficient discriminating power for use in most achievement and aptitude tests",¹

Davis devised a convenient chart from which difficulty and discrimination indices for individual items may be read in one operation,² The writer used the following formula for each item to obtain item analysis scores,

$$P = \frac{R - \frac{W}{K-1}}{N - NR}^2$$

The answers received from this statistical process were in turn entered into the table devised by Davis and difficulty and discrimination scores obtained,³

Test Validity.--Validity refers to the degree to which a test measures what it is intended to measure.

Reliability.--By reliability is meant the extent to which the test measures consistently and accurately whatever it does measure. A test is reliable when it is consistent, that is, when its scores remain stable from one testing to another. Parallel forms as a method is generally agreed to be the best method of obtaining reliability.

Predictability of a test.--One of the main features of a Readiness Test is to predict the child's success in first grade work. To obtain such information raw scores received on the readiness test given at the beginning of the school year were correlated with raw scores

¹Frederick B. Davis, Item Analysis Data (Massachusetts: Graduate School of Education, Harvard University, 1949), p. .

²Ibid., p. 6.

³Ibid., Item Analysis Table.

received by the same children on an achievement test given at the end of the first grade.

Standardization Norms.--Educators are interested in the relative status of individuals--that is, in the way in which a specific pupil compares with a given group with respect to certain behavior. Such measures can be expressed in several ways, the most common of which are percentile ranks, standard scores, and grade equivalents. The Contemporary School Readiness Test has made use of the percentile rank,

The Construction of the Preliminary Test

After the writer had studied in detail the factors that affect school readiness, reviewed the literature in the area, examined first grade text books in all areas of the curriculum and analyzed the existing tests and check lists available for measuring these abilities she proceeded with the construction of the test. Work on the initial form of the test was begun in the summer of 1961. In order to insure a sufficient number of items with satisfactory predictive value for the final tests, one form of the test contained 15 sub-tests as follows: Visual Discrimination, Visual Memory, Visual Reproduction, Auditory Discrimination (rhyme), Auditory Discrimination (beginning sounds), Auditory Acuity, Motor Control and Speed, Following Directions, Science and Health Information and Vocabulary, Literature, Language, Colors of the Spectrum, Numbers, Listening Comprehension and Reading.

Administration of the Preliminary Test

The tests were administered during the second week in September, 1961 to 302 beginning first grade pupils in the states of Montana and Washington. The tests were given in eight classrooms scattered throughout two states in order to give a representative cross-section of the

entire first grade population. For the administration of the tests a manual of directions was provided for each teacher. Samples were used at the beginning of each test in order to orient the child to the type of item to be used. Approximately half of the children tested had previously attended kindergarten, and the other half were beginning school for the first time. The median raw score on the test that was given to 302 first graders was 159, while the range of the raw scores was from 201 to 62. The same children were given the California Test of Mental Maturity in January and the Metropolitan Achievement Test in May of the same year. Table 1 in the Appendix gives the results of the testing. The writer had hoped to use the scores of the IQ test and the achievement test to obtain correlations, thus obtaining a validity and predictability score. After the item analysis was completed, results indicated need for major changes in the test so the former plans were not completed. Table 2 in the Appendix indicates the discrimination and difficulty scores for each item in the test as obtained for the statistical computation of the item analysis.

Construction of the Revised Two Forms of the Test

Following the administration of the tests in September, 1961, the correction of the tests and the computation of the item analysis in October, 1961, the writer proceeded with the revision. Emphasis in the revision was placed on constructing two equated forms of the test. A careful study of each item, together with its difficulty index and its discrimination index, revealed those items which best served the purpose for which the tests were intended. The items were then paired for difficulty in terms of the per cent passing each item as a result of the item analysis. Five entire sub-tests which did not contribute materially

to knowledge of children's readiness for school or that were difficult for the classroom teacher to administer were eliminated. A subjective readiness check list was appended as an additional informational aid to the teacher. Some of the pictures were revised for reasons of clarity. Each of the revised forms contained 112 items. The titles of the subtests were as follows: Visual Discrimination, Visual Memory, Auditory Discrimination, Listening Comprehension, Reading, Science, and Health, Literature, Language, Numbers and Handwriting. Two supplementary tests--Coloring Test and Writing My Name Test--were added to provide further background information concerning the child's ability; knowledge and skill.

Administration of the Revised Two Forms of the Test

The revised Form A and Form B of the test were administered during the second week of September, 1963, to more than 300 first graders in the Great Falls, Montana area. The children attended eight different schools. The writer felt that the firsthand experience of administering the 604 tests would offer opportunity to detect possible needs for correction in the test or in the test manual. Each of the classroom teachers was asked to be present during the testing period. The writer has a conference with each of the teachers asking their suggestions on how the test could be improved. The total raw scores received by the 302 children are listed in Table 3 in the Appendix. Correlation of the scores received on Form A with scores received on Form B indicated a reliability score of $+ .886$ or $.89$. The writer used the rotation technique in administration of the tests. The results are as follows:

TABLE 1

SUMMARY OF ROTATION TECHNIQUE

SEPTEMBER, 1963

School	Test Date	Test Given	Test Given	No. of Pupils
1	9/5/63	Form B	Form A	49
2	9/6/63	Form B	Form A	31
3	9/7/63	Form A	Form B	44
4	9/9/63	Form A	Form B	50
5	9/10/63	Form A	Form B	50
6	9/11/63	Form A	Form B	33
7	9/12/63	Form B	Form A	32
8	9/13/63	Form B	Form A	13
Total				203 pupils

Construction of the Second Revision of the Contemporary School Readiness Test

The writer attempted further improvement of the test on the basis of the knowledge gained from the second administration. Calculation of the item analysis was repeated for each item. Table 4 in the Appendix shows the results. As a result of this computation, the items were again paired for difficulty in terms of the per cent passing each item. The items were arranged in order of difficulty within each sub-test. Each form of the third revision of the test contained 100 items and eight sub-tests as follows: Test 1: Science, Health and Social Studies, Test 2: Numbers, Test 3: Literature, Test 4: Handwriting, Test 5: Reading, Test 6: Visual Discrimination, Test 7: Auditory Discrimination and Test 8: Listening Comprehension. The two supplementary tests, Writing My Name Test and The Coloring Test were not included in the total raw score. The

Readiness Check List was maintained. A copy of the checklist may be found in Appendix B.

Administration of the Second Revision of the
Contemporary School Readiness Test

Five-six-, and seven-year-olds were given the second revision, Form A and Form B of the Contemporary School Readiness Test in January of 1964. A sampling of 100 children was used. Although the children attended the same school, they were enrolled in four different classes. The writer again personally administered all of the tests. Each child was given both Form A and Form B of the test, the rotation technique again being used. Table 2 gives a summary of the procedure used in this technique.

TABLE 2
SUMMARY OF ROTATION TECHNIQUE
JANUARY, 1964

Class	Test Date	Test Given	Test Given	No. of Pupils
1	1/13/64	Form A	Form B	41
2	1/14/64	Form B	Form A	21
3	1/15/64	Form B	Form A	21
4	1/16/64	Form A	Form B	17
				100 pupils

The scores received on Form A of the test were correlated with the scores received on Form B to obtain a reliability score. The calculation revealed a reliability of .96. This information appears in Table 5 in the Appendix. Following the administration of the test, an item

analysis was made for the third time, as shown in the Appendix, Table 6.

Administration of the Criterion Test

The Metropolitan Achievement Test was used as the criterion measure. In April, 1964, seven months after the administration of the Contemporary School Readiness Test, the classroom teachers administered the Metropolitan Achievement Test to 100 of the 302 children who took the readiness tests in September. The scores received on Form A of the Readiness Test were correlated with the scores received on the Achievement Test, yielding a validity coefficient of +.89. The sub-test scores received were correlated with the total raw scores to obtain internal validity. The scores were as follows:

Test 1: Visual Discrimination	+.46
Test 2: Auditory Discrimination	+.63
Test 3: Listening Comprehension	+.67
Test 4: Reading	+.60
Test 5: Reading Score	+.93
Test 6: Science, Health and Social Studies	+.81
Test 7: Literature	+.28
Test 8: Numbers	+.70
Test 9: Handwriting	+.70
Total Readiness Score	+.89

The above information appears in Table 7 of the Appendix.

Construction of the Third Revision of the Contemporary School Readiness Test

In an effort to further improve the test, an item analysis was again computed the results of which appear in Table 6 in the Appendix.

The items were again paired in terms of difficulty and only items with discrimination indices above 20 and difficulty scores between 10 and 90 retained for the test. Copies of both Form A and Form B of this test are in Appendix B, pages 95 and 122. Since the aims of the study were being realized the writer employed an artist for the third revision. As a result of the low validity score received on the Literature Test it was dropped from the battery. Since considerable criticism of the Readiness Check List was received from the Various teachers who gave the test or observed the administration of it, too, was dropped from the test. The third revision of the test included a battery of nine tests as follows:

- Test 1: Writing My Name Test
- Test 2: Colors of the Spectrum
- Test 3: Science, Health and Social
Studies
- Test 4: Numbers
- Test 5: Handwriting
- Test 6: Reading
- Test 7: Visual Discrimination
- Test 8: Auditory Discrimination
- Test 9: Listening Comprehension

Both Form A and Form B of the test contained 100 points

Administration of the Third Revision of the
Contemporary School Readiness Test

At the beginning of January, 1965 the third revision of the test was administered to 100 five-, six-, and seven-year-olds. These children attended four different classes in three schools. The writer again administered all of the tests. Each child was given both Form A

and Form B of the test. The rotation technique was again used. The raw scores received on Form A of the test were correlated with Form B. A reliability coefficient of $+ .97$ was secured.

Administration of the Criterion Test

In May, 1965 the Metropolitan Achievement Test was given to 65 of the 100 children who took the Contemporary School Readiness Test in January. The scores on the two tests were correlated to obtain validity coefficients as follows:

Total Score	$+ .90$
Reading	$+ .83$
Numbers	$+ .60$

Construction of the Final Form A and Form B Of the Contemporary School Readiness Test

The items in the two forms of the test were again shifted to be graduated in difficulty in any of the sub-tests in which it was possible. The discrimination and difficulty scores for the final form of the Contemporary School Readiness Test appear in Table 9 in the Appendix. A copy of the final form of the test, both Form A and Form B and the manuals, are also in Appendix B. The final form of the test contains the following sub-tests:

<u>Sub-Tests</u>	<u>Possible Score</u>
1: Writing My Name Test	2
2: Colors of the Spectrum	2
3: Science Health and Social Studies	15
4: Numbers	21
5: Handwriting	8
6: Reading	15

<u>Sub-Tests</u>	<u>Possible Score</u>
7: Visual Discrimination	15
8: Auditory Discrimination	7
9: Listening Comprehension	<u>15</u>
Total	100

Administration of the Final Forms of the
Contemporary School Readiness Test

The final form of the Contemporary School Readiness Test was administered to 265 beginning first graders during the second week of September, 1965. The primary reason for the administration of the tests was to compute the percentile scores and the letter ratings to accompany the test manual. The tests were given by nine classroom teachers in the states of Washington, Montana and Idaho. Some of the schools used Form A of the test while the others used Form B. Table 10 in the Appendix gives a summary of the test results. At first glance at this table it would seem that Form A of the test is the easier of the two forms. It must be pointed out, however, that the children who came from schools in the high socio-economic bracket took Form A while children attending an Indian school and an orphanage took form B, a fact which may clarify the distribution of scores. More care could have been given to choosing the schools for the specific form. Since reliability of the test is $+0.97$, percentile scores are not affected. Table 11 in the Appendix reveals the results of the computation for the percentiles. Table 12 gives the letter ratings that were obtained by interpreting the percentile scores with reference to the normal curve. Table 13 gives an over-all picture of the major results of the complete study.

CHAPTER VI

SUMMARY AND CONCLUSIONS

As indicated in chapter one and throughout the thesis the purpose of this study has been to construct and standardize a first grade general readiness test and to evaluate its diagnostic and predictive value. The aims could be summarized as follows:

1. To construct two equated forms of a general readiness test checking knowledge in as many different areas of the curriculum as possible.
2. To compute the item analysis of each item retaining items with a discrimination score above twenty and place items in order of difficulty retaining items with a difficulty scores from ten to ninety.
3. To determine which sub-tests were the most predictive of first grade success.
4. To obtain the validity and reliability of the test.
5. To determine the test's predictive ability.
6. To set up percentile norms and letter ratings for interpretation of the test results.

The study was conducted in the states of Washington, Montana and Idaho in the Pacific Northwest. Over 2,300 tests were given over the period of the study. The schools tested represented a wide variety of socio-economic backgrounds and different races. Children attending a college campus school, children in an Indian school, children from an

orphanage as well as children both in the rural and urban areas were tested during the course of the study.

Research in the area of readiness and readiness tests indicate a continued interest in the problem. Numerous investigations and increased published materials are indicative of the interest in the problem.

Most schools use a readiness test either at the end of kindergarten or at the beginning of first grade.

Numerous studies have proved that the validity and predictability of readiness tests is highly questionable.

The writer found that over the years a number of skills, knowledge and abilities believed to be necessary for success in first grade have developed. These skills, knowledge and abilities have been tested in the readiness tests. The low validity scores indicate a need for departure from this practice. It seems that if the skills, knowledge and abilities tested in a readiness test were taken from material more closely related to the subjects of the primary school curriculum the tests might be more predictive.

Coefficients of validity of readiness tests now published are low. The Metropolitan Readiness Test, claims a validity score of +.534 and +.616. The Lee-Clark Reading Readiness Test states a validity score of +.67, the American School Readiness Test gives a validity score of +.53 and some tests offer no evidence of validating procedures. The validity scores of +.87 and +.90 received by correlating the scores received by the same children on the Metropolitan Achievement Test given at the end of the school year would indicate that the writer's assumption that a readiness test should test knowledge to be taught in first grade and in all areas of the curriculum seems to be legitimate and in need

The coefficient of reliability found by correlation of the scores received by the same children on both Form A and Form B of the test was $+.97$.

The child's ability to identify nursery rhymes and fairy tales was not very indicative of the child's success in mastering first grade material. (correlation $+.27$) Sub-test scores that proved to be the most predictive were Science, Health and Social Studies, (correlation $+.81$) Numbers, (correlation $+.70$) and Handwriting (correlation $+.70$). Best prediction is obtained when the test results are considered in their totality, the total reading score is $+.93$ and the total readiness score $+.89$.

Eventually, it is anticipated that three sets of norms can be set up for the test as follows: a set of norms for the children taking the test at the end of kindergarten, a set of norms for children that have attended kindergarten and that are taking the test at the beginning of first grade and a set of norms for the children taking the test at the beginning of first grade that have not attended kindergarten. The writer feels that at least 1,000 children in each category should be tested to formulate adequate norms.

APPENDIX A

TABLE 1

SCORES RECEIVED BY PUPILS ON

THE CONTEMPORARY SCHOOL READINESS TEST, SEPTEMBER, 1961,

THE CALIFORNIA TEST OF MENTAL MATURITY, JANUARY, 1962,

AND THE METROPOLITAN ACHIEVEMENT TEST, MAY, 1962.

(304 cases)

No.	AGE		CONTEMPORARY SCHOOL READINESS TEST																			I.Q.	ACHIEV
	Yrs.	Mo.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	TOTAL		
1.	6	10	23	12	10	45	12	10	11	33	10	15	25	17	12	12	8	49	31	18	201	110	97
2.	6	3	24	11	9	44	12	10	10	32	8	18	26	17	12	12	8	49	31	18	200	135	96
3.	6	10	24	11	11	46	11	11	12	34	5	19	24	16	12	12	8	48	29	19	200	131	95
4.	6	11	22	11	8	41	12	12	11	35	5	18	23	18	12	12	8	50	32	18	199	137	96
5.	6	1	24	12	12	48	11	10	11	32	12	16	28	17	9	11	8	45	29	16	198	130	95
6.	6	8	23	12	12	47	11	11	12	34	3	16	19	16	12	12	8	48	31	19	198	112	88
7.	6	0	24	12	11	47	12	7	12	31	7	16	23	17	12	10	8	47	33	16	197	138	78
8.	6	2	23	11	11	45	11	11	12	34	5	19	24	16	12	12	8	48	28	17	196	132	96
9.	5	12	24	11	11	46	11	12	12	35	3	14	17	17	12	12	8	49	33	16	196	141	98
10.	6	11	20	11	11	42	12	9	12	33	5	16	21	18	12	12	8	50	31	19	196	134	75
11.	6	5	20	12	8	40	10	9	11	30	12	18	30	14	12	12	8	46	33	16	195	126	98
12.	6	8	20	12	10	42	12	11	11	34	4	16	20	17	12	11	8	48	30	20	194	115	97
13.	6	11	21	10	11	42	12	11	11	34	4	18	22	16	12	12	8	48	33	14	193	121	99
14.	6	9	21	11	8	40	11	10	12	33	10	15	25	16	12	8	8	44	33	18	193	110	96
15.	6	4	24	5	7	36	10	12	10	32	12	16	28	17	12	11	8	48	31	17	192	126	98
16.	6	2	24	11	9	44	12	11	11	34	0	16	16	18	11	12	8	49	33	16	192	109	81
17.	6	9	23	12	11	46	11	7	12	30	5	15	20	16	12	9	8	45	33	18	192	132	96
18.	7	8	23	10	7	40	12	12	7	31	4	18	22	17	12	12	8	49	31	18	191	97	87
19.	6	11	21	11	11	44	12	6	11	29	5	19	24	15	12	12	8	47	31	16	191	122	88
20.	6	4	22	12	11	45	10	5	12	27	7	18	25	15	12	11	8	46	33	13	189	118	89
21.	6	3	23	11	11	45	10	5	10	25	6	17	23	17	10	10	8	45	32	19	189	124	78
22.	6	5	18	12	9	39	12	11	11	34	6	18	24	11	11	11	8	41	32	19	189	109	89
23.	6	7	23	7	8	38	11	5	11	27	11	18	29	16	12	12	8	48	30	17	189	113	95
24.	6	2	27	7	11	42	9	8	12	29	10	16	26	17	11	8	8	44	33	14	188	143	98
25.	6	3	21	10	8	39	11	7	11	29	12	16	28	16	12	12	8	48	29	15	188	125	96

No.	Yrs. Mo.		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	TOTAL	I.Q.	ACH.
26.	6	2	24	10	8	42	12	12	6	30	5	16	21	15	12	8	8	43	26	15	187	131	95
27.	6	1	21	7	7	35	12	7	10	29	11	16	27	16	12	10	8	46	30	20	187	136	93
28.	5	11	23	10	5	38	11	12	12	35	5	14	19	17	12	12	8	49	29	17	187	166	98
29.	6	6	23	10	9	42	10	11	8	29	6	16	22	16	9	12	8	45	31	17	186	105	96
30.	6	7	22	11	12	45	7	5	11	23	11	18	29	15	12	8	8	43	29	16	185	141	97
31.	6	8	23	9	12	44	11	7	11	29	6	18	24	16	11	10	8	45	25	18	185	118	85
32.	6	11	22	11	11	44	17	10	12	33	3	17	20	15	12	12	8	47	30	11	185	109	70
33.	6	7	24	12	11	47	11	5	11	27	16	16	22	17	12	8	8	37	34	18	185	105	89
34.	6	3	23	11	8	32	11	9	12	32	11	14	25	17	12	10	8	47	32	16	184	126	68
35.	6	8	21	10	9	40	10	9	11	30	9	19	28	17	7	11	8	43	28	15	184	111	86
36.	6	5	22	12	7	41	10	11	10	31	6	16	22	15	12	10	8	45	30	15	184	139	97
37.	6	3	22	8	7	37	11	9	11	31	6	18	24	12	12	11	8	43	31	18	184	128	80
38.	6	3	19	9	9	37	12	10	9	31	5	17	22	16	12	12	8	48	29	17	184	129	80
39.	6	0	23	9	12	44	8	6	10	24	11	18	29	16	12	10	8	46	31	20	184	143	98
40.	6	6	24	11	12	47	8	4	10	22	9	13	22	15	12	9	8	44	31	17	183	117	73
41.	6	11	24	7	12	43	10	6	10	26	7	14	21	16	12	11	8	47	30	16	183	118	98
42.	6	6	23	9	12	44	10	5	6	21	11	18	29	18	12	7	8	45	28	16	183	114	90
43.	6	7	23	11	7	41	10	6	11	27	4	16	20	17	11	12	8	48	30	17	183	96	70
44.	6	6	24	12	11	47	6	4	10	20	7	16	23	18	12	8	8	46	29	18	183	104	51
45.	6	4	24	12	11	47	8	0	11	28	6	18	24	16	12	10	8	46	26	12	183	114	87
46.	6	6	18	11	7	36	7	6	11	24	7	18	25	15	12	12	8	47	31	19	182	111	96
47.	6	4	22	11	7	40	12	10	10	32	9	15	24	17	12	12	8	49	19	18	182	119	88
48.	6	11	23	8	11	42	10	8	9	27	5	16	21	16	12	12	8	48	29	15	182	110	98
49.	6	1	24	9	7	40	10	3	11	24	12	16	28	16	12	12	8	48	25	16	181	119	82
50.	6	2	22	9	11	42	12	7	12	31	4	16	20	15	10	11	8	44	28	15	181	119	92
51.	6	11	23	9	11	43	12	9	10	31	3	14	17	16	10	12	8	46	26	18	181	115	94
52.	7	0	24	11	10	45	11	10	11	32	6	15	21	14	11	9	8	42	26	15	181	99	65
53.	6	11	22	10	7	39	11	9	8	28	6	16	22	15	10	11	8	44	31	17	181	117	88
54.	6	3	20	11	8	39	12	7	9	28	6	16	22	16	12	10	6	44	30	17	180	106	96
55.	6	10	24	10	11	45	11	7	11	29	4	16	20	17	12	11	8	38	29	19	180	121	98
56.	6	5	22	9	11	42	11	6	9	26	5	16	21	16	10	10	8	44	29	18	180	128	91
57.	6	1	24	8	11	43	12	2	11	25	5	15	20	14	12	11	8	45	29	18	180	109	89
58.	6	3	22	10	6	38	11	8	11	30	11	16	27	17	12	6	8	43	27	15	180	125	98
59.	6	7	21	10	11	42	10	7	11	28	5	13	18	16	11	10	8	45	30	16	179	118	95
60.	6	1	23	7	12	42	9	5	12	26	7	16	23	15	12	10	8	45	33	10	179	139	98

No.	Yrs. Mo.		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	TOTAL	I.Q.	ACH.
26.	6	2	24	10	8	42	12	12	6	30	5	16	21	15	12	8	8	43	26	15	187	131	95
27.	6	1	21	7	7	35	12	7	10	29	11	16	27	16	12	10	8	46	30	20	187	136	93
28.	5	11	23	10	5	38	11	12	12	35	5	14	19	17	12	12	8	49	29	17	187	166	98
29.	6	6	23	10	9	42	10	11	8	29	6	16	22	16	9	12	8	45	31	17	186	105	96
30.	6	7	22	11	12	45	7	5	11	23	11	18	29	15	12	8	8	43	29	16	185	141	97
31.	6	8	23	9	12	44	11	7	11	29	6	18	24	16	11	10	8	45	25	18	185	118	85
32.	6	11	22	11	11	44	17	10	12	33	3	17	20	15	12	12	8	47	30	11	185	109	70
33.	6	7	24	12	11	47	11	5	11	27	16	16	22	17	12	8	8	37	34	18	185	105	89
34.	6	3	23	11	8	32	11	9	12	32	11	14	25	17	12	10	8	47	32	16	184	126	68
35.	6	8	21	10	9	40	10	9	11	30	9	19	28	17	7	11	8	43	28	15	184	111	86
36.	6	5	22	12	7	41	10	11	10	31	6	16	22	15	12	10	8	45	30	15	184	139	97
37.	6	3	22	8	7	37	11	9	11	31	6	18	24	12	12	11	8	43	31	18	184	128	80
38.	6	3	19	9	9	37	12	10	9	31	5	17	22	16	12	12	8	48	29	17	184	129	80
39.	6	0	23	9	12	44	8	6	10	24	11	18	29	16	12	10	8	46	31	20	184	143	98
40.	6	6	24	11	12	47	8	4	10	22	9	13	22	15	12	9	8	44	31	17	183	117	73
41.	6	11	24	7	12	43	10	6	10	26	7	14	21	16	12	11	8	47	30	16	183	118	98
42.	6	6	23	9	12	44	10	5	6	21	11	18	29	18	12	7	8	45	28	16	183	114	90
43.	6	7	23	11	7	41	10	6	11	27	4	16	20	17	11	12	8	48	30	17	183	96	70
44.	6	6	24	12	11	47	6	4	10	20	7	16	23	18	12	8	8	46	29	18	183	104	51
45.	6	4	24	12	11	47	8	0	11	28	6	18	24	16	12	10	8	46	26	12	183	114	87
46.	6	6	18	11	7	36	7	6	11	24	7	18	25	15	12	12	8	47	31	19	182	111	96
47.	6	4	22	11	7	40	12	10	10	32	9	15	24	17	12	12	8	49	19	18	182	119	88
48.	6	11	23	8	11	42	10	8	9	27	5	16	21	16	12	12	8	48	29	15	182	110	98
49.	6	1	24	9	7	40	10	3	11	24	12	16	28	16	12	12	8	48	25	16	181	119	82
50.	6	2	22	9	11	42	12	7	12	31	4	16	20	15	10	11	8	44	28	15	181	119	92
51.	6	11	23	9	11	43	12	9	10	31	3	14	17	16	10	12	8	46	26	18	181	115	94
52.	7	0	24	11	10	45	11	10	11	32	6	15	21	14	11	9	8	42	26	15	181	99	65
53.	6	11	22	10	7	39	11	9	8	28	6	16	22	15	10	11	8	44	31	17	181	117	88
54.	6	3	20	11	8	39	12	7	9	28	6	16	22	16	12	10	6	44	30	17	180	106	96
55.	6	10	24	10	11	45	11	7	11	29	4	16	20	17	12	11	8	38	29	19	180	121	98
56.	6	5	22	9	11	42	11	6	9	26	5	16	21	16	10	10	8	44	29	18	180	128	91
57.	6	1	24	8	11	43	12	2	11	25	5	15	20	14	12	11	8	45	29	18	180	109	89
58.	6	3	22	10	6	38	11	8	11	30	11	16	27	17	12	6	8	43	27	15	180	125	98
59.	6	7	21	10	11	42	10	7	11	28	5	13	18	16	11	10	8	45	30	16	179	118	95
60.	6	1	23	7	12	42	9	5	12	26	7	16	23	15	12	10	8	45	33	10	179	139	98

No.	Yrs. Mo.		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	TOTAL	I.Q.	ACH.
61.	6	1	23	12	7	42	9	7	7	23	12	16	28	14	12	10	8	44	26	16	179	119	93
62.	6	3	23	10	6	39	12	9	11	32	3	15	18	14	10	12	8	44	28	16	177	123	86
63.	6	7	23	10	11	44	8	5	9	22	3	16	19	15	12	10	8	45	31	16	177	133	78
64.	6	4	23	8	11	42	10	9	9	28	5	15	20	14	9	12	8	43	29	15	177	116	90
65.	6	8	24	10	9	43	11	8	10	28	6	19	25	15	10	9	4	38	29	13	177	113	80
66.	6	4	24	12	9	45	10	7	11	28	12	14	26	15	12	10	7	24	25	19	177	108	93
67.	6	0	20	12	11	43	9	6	11	26	5	13	18	18	12	10	8	48	27	15	177	135	66
68.	6	10	24	8	7	39	12	11	11	34	3	16	19	17	9	4	8	38	32	15	177	95	40
69.	6	7	24	9	18	41	11	9	9	29	4	16	20	15	10	10	8	43	24	19	176	108	88
70.	6	7	24	11	7	42	10	6	9	25	5	14	19	14	11	10	8	43	29	18	176	117	93
71.	6	3	20	8	10	38	11	10	12	33	3	16	19	15	9	11	8	43	26	17	176	134	70
72.	6	10	24	11	7	42	10	6	12	28	6	19	25	17	10	10	8	45	21	15	176	97	85
73.	5	11	23	9	11	43	12	4	11	27	6	16	22	14	8	12	8	42	27	15	176	101	97
74.	6	8	20	9	8	37	12	7	10	29	12	16	28	15	10	8	8	41	24	17	176	106	98
75.	6	3	23	7	7	37	10	7	12	29	8	16	24	18	7	9	8	42	28	15	175	112	91
76.	6	7	16	10	9	35	9	5	11	25	6	16	22	17	11	10	8	46	31	16	175	123	93
77.	6	2	22	8	8	38	11	12	10	33	5	16	21	14	12	7	6	39	31	13	175	113	97
78.	6	5	19	11	10	40	12	8	11	31	0	13	13	15	11	20	8	54	21	16	175	111	97
79.	6	8	23	10	6	39	11	5	12	28	5	18	23	11	11	11	8	41	28	15	174	116	98
80.	6	4	24	8	11	43	12	8	8	28	4	16	20	16	12	9	8	45	24	14	174	112	84
81.	6	7	22	8	12	42	6	4	7	17	12	16	28	16	12	9	8	45	25	16	173	112	98
82.	5	10	20	0	12	32	11	9	11	31	5	16	21	17	12	11	8	48	27	14	173	112	90
83.	6	5	20	11	9	40	12	8	10	30	2	17	19	18	12	9	8	47	20	17	173	128	68
84.	6	7	21	10	11	42	9	6	12	27	6	16	22	17	12	5	8	40	29	13	173	106	48
85.	6	11	24	11	12	47	7	10	6	23	6	15	21	12	11	9	8	40	28	14	173	102	84
86.	6	11	24	10	11	45	10	11	12	33	4	16	20	13	11	8	8	40	22	13	173	110	97
87.	6	10	23	6	7	36	11	5	10	26	3	18	21	13	10	11	8	42	29	18	172	100	95
88.	6	4	24	8	8	40	10	3	10	23	4	16	20	17	10	11	8	46	26	17	172	101	70
89.	6	1	23	10	9	42	10	8	9	27	2	16	18	12	12	10	8	42	28	15	172	124	93
90.	6	1	24	9	11	44	11	8	11	30	3	16	19	10	9	10	8	37	28	14	172	121	89
91.	6	8	24	11	12	47	11	9	10	30	4	16	20	16	12	5	8	41	20	14	172	103	88
92.	7	2	24	6	12	42	6	4	12	22	10	16	26	17	10	8	8	43	24	15	172	112	94
93.	6	10	23	7	7	37	9	2	11	22	12	16	28	18	8	12	8	46	21	18	172	97	90
94.	6	10	21	11	9	41	10	7	12	29	9	17	26	17	12	7	8	44	28	14	172	97	90
95.	6	9	21	8	8	37	10	5	6	21	9	18	27	18	12	12	8	50	25	12	172	133	95

No.	Yrs. Mo.		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	TOTAL	I.Q.	ACH.
96.	6	7	23	8	6	37	10	3	10	23	5	16	21	16	12	9	8	45	26	19	171	115	95
97.	6	2	23	11	9	43	10	6	8	24	3	16	19	14	10	9	8	41	27	17	171	127	94
98.	6	1	22	6	10	38	11	8	9	38	5	17	22	14	11	12	8	45	25	13	171	27	80
99.	6	4	20	6	11	37	12	7	10	29	4	13	17	18	11	11	8	48	25	15	171	113	93
100.	6	7	23	12	6	41	10	8	10	28	4	16	20	18	11	5	8	42	23	16	170	111	96
101.	6	7	23	11	7	41	11	9	0	20	5	16	21	15	12	8	8	43	24	18	170	109	90
102.	6	7	18	10	11	39	7	4	12	23	6	15	21	17	12	12	8	49	26	12	170	107	76
103.	6	3	23	11	11	45	10	4	10	24	5	13	18	17	8	11	8	44	24	15	170	106	81
104.	6	0	21	10	7	38	11	12	11	34	5	15	20	18	12	8	6	44	22	12	170	127	60
105.	6	8	22	8	11	41	11	6	11	28	4	18	22	11	11	6	8	36	28	15	170	112	88
106.	6	9	17	10	8	35	10	5	10	24	9	18	27	18	10	11	8	47	21	15	170	100	95
107.	6	11	20	11	8	39	11	6	8	25	7	16	23	17	8	8	8	41	26	15	169	93	97
108.	6	8	21	7	11	39	12	6	8	26	10	16	26	14	8	8	7	37	27	14	169	99	88
109.	6	4	23	7	11	41	9	7	10	26	4	16	20	17	11	8	8	44	23	15	169	134	92
110.	6	9	16	9	11	36	11	4	12	27	5	14	19	15	11	9	8	42	29	15	169	116	97
111.	6	8	18	11	8	37	12	8	12	32	5	15	20	14	8	10	8	40	27	13	169	124	89
112.	6	11	21	11	7	39	11	4	10	25	4	16	20	11	6	11	8	36	31	18	169	119	96
113.	6	6	18	12	7	37	12	9	11	32	3	15	18	14	4	12	8	38	29	15	169	135	77
114.	6	5	24	8	11	43	0	3	12	15	4	18	22	14	12	12	8	46	29	13	168	116	95
115.	6	11	19	7	11	37	11	6	10	27	4	15	19	14	10	10	8	42	30	13	168	106	94
116.	6	11	17	10	9	36	11	6	10	27	6	15	21	16	9	11	7	43	27	13	167	116	77
117.	6	4	23	10	6	39	4	7	9	20	2	18	20	17	12	11	8	48	29	10	166	111	95
118.	6	0	18	8	10	36	11	4	11	26	5	16	21	13	11	10	8	42	28	13	166	112	88
119.	6	1	23	5	7	35	12	7	12	31	5	18	23	15	12	12	8	47	18	12	166	113	90
120.	6	2	19	10	6	35	12	11	9	32	5	17	22	17	12	11	8	48	18	11	166	120	90
121.	6	11	23	7	11	41	10	6	6	22	3	16	19	16	10	9	8	43	26	15	166	124	92
122.	6	7	21	9	11	41	12	1	10	23	4	16	20	15	7	12	8	42	26	14	166	115	90
123.	6	5	22	9	7	38	6	3	11	20	9	15	24	15	11	10	8	44	26	14	166	105	96
124.	6	11	20	10	9	39	11	6	12	29	7	16	23	16	12	10	8	46	26	13	166	111	93
125.	6	1	23	8	7	38	9	5	8	22	10	16	26	13	11	10	8	42	22	15	165	124	94
126.	6	3	22	10	7	39	11	7	4	22	2	18	20	15	12	12	5	44	23	17	165	120	55
127.	5	8	23	10	8	41	6	5	8	19	3	18	21	15	9	9	8	41	27	17	165	107	93
128.	7	0	22	9	7	38	7	9	12	28	5	20	25	13	12	10	8	33	23	17	164	87	88
129.	6	0	21	12	12	45	6	5	8	19	5	16	21	13	12	9	6	40	26	13	164	134	93
130.	6	6	16	7	12	35	7	8	9	24	4	18	22	17	12	9	8	46	21	16	164	107	95

No.	Yrs. Mo.		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	TOTAL	I.Q.	ACH.
131.	6	1	19	8	7	34	9	3	3	15	12	12	24	15	11	10	8	44	32	14	163	105	95
132.	6	7	19	15	12	36	4	6	8	18	12	16	28	15	11	7	8	41	24	16	163	115	89
133.	6	6	18	8	10	36	10	3	12	25	3	15	18	14	12	9	8	43	25	16	163	122	78
134.	6	4	24	8	11	43	5	3	7	15	4	18	22	15	10	10	8	43	24	16	163	114	93
135.	6	11	22	7	11	40	9	2	9	20	5	18	23	13	10	6	8	37	26	17	163	92	89
136.	6	8	18	8	9	35	8	8	12	28	5	13	18	16	10	9	8	43	23	16	163	101	76
137.	6	1	24	8	5	37	9	2	9	20	5	16	21	11	11	12	8	42	27	14	162	134	91
138.	6	11	18	10	11	39	10	5	9	24	2	16	18	9	10	11	8	38	28	15	162	87	82
139.	6	5	19	8	8	35	12	3	5	20	5	17	22	15	11	11	8	45	24	16	162	117	62
140.	6	1	20	0	9	29	8	6	10	24	12	15	27	16	12	7	8	43	24	15	162	120	96
141.	6	8	24	7	3	34	9	4	12	25	12	12	24	17	9	12	8	36	27	16	162	96	96
142.	6	1	21	7	11	39	11	4	12	27	3	16	19	16	5	7	8	36	25	15	161	118	89
143.	6	10	17	9	9	35	8	6	11	25	18	18	26	14	10	10	7	34	19	14	160	108	93
144.	6	0	23	9	11	43	10	8	11	29	4	15	19	5	12	3	5	24	30	14	160	141	92
145.	6	3	21	9	11	41	8	4	9	21	5	16	22	11	10	9	8	38	22	16	160	120	83
146.	6	6	21	6	11	38	9	4	10	23	3	16	19	14	8	10	8	40	27	13	160	105	90
147.	6	9	24	11	0	35	11	7	9	24	4	18	22	16	11	9	8	44	21	11	160	126	70
148.	6	1	11	6	6	23	10	4	11	25	5	16	21	17	12	7	8	44	30	17	160	111	81
149.	6	11	23	7	6	36	5	4	9	18	12	16	28	12	9	8	8	37	26	15	160	87	84
150.	6	2	19	10	11	40	8	4	11	23	6	18	24	16	8	6	8	38	24	10	159	109	71
151.	6	5	22	11	8	41	9	7	6	22	1	16	17	16	11	9	6	42	21	16	159	110	80
152.	6	0	22	9	8	39	10	7	12	29	5	16	21	14	0	9	8	31	27	12	159	120	97
153.	6	10	15	11	10	36	11	3	11	25	5	17	22	17	9	7	8	41	20	15	159	100	89
154.	6	9	22	12	10	44	6	2	9	17	7	17	24	17	12	8	8	45	16	13	159	117	50
155.	6	7	22	11	11	44	12	2	11	24	6	18	24	14	11	7	8	40	18	8	159	118	73
156.	6	9	18	9	9	36	8	5	12	25	13	13	16	14	10	10	8	42	26	13	158	106	93
157.	6	1	19	11	1	31	9	6	11	26	5	18	23	15	12	9	8	44	20	14	158	107	69
158.	6	5	20	8	9	37	11	3	8	22	4	18	22	13	8	10	8	39	28	10	158	114	94
159.	6	11	22	5	9	36	3	2	10	15	4	16	20	17	12	9	8	46	28	13	158	106	92
160.	6	4	20	6	8	34	9	4	10	23	4	13	17	17	12	7	8	44	26	14	158	99	50
161.	6	3	20	6	11	37	9	5	10	24	5	16	21	16	6	8	8	37	27	11	157	115	85
162.	6	2	17	7	10	34	8	7	12	27	15	12	17	17	11	10	8	46	23	10	157	111	94
163.	6	6	22	9	1	32	1	4	5	10	12	18	30	17	12	9	8	46	27	12	157	122	90
164.	7	1	20	3	12	35	10	1	5	16	12	16	28	13	10	9	8	40	23	15	157	90	58
165.	7	2	24	9	9	42	7	2	9	18	1	17	8	17	6	8	8	37	25	17	157	98	96

No.	Yrs. Mo.		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	TOTAL	I.Q.	ACH.
166.	6	1	20	5	8	33	9	11	8	28	5	17	22	14	5	6	8	33	27	13	156	114	86
167.	6	6	18	8	11	37	5	5	8	18	11	16	27	15	10	6	8	39	22	13	156	103	74
168.	6	1	17	8	6	31	11	6	11	28	5	14	19	17	8	10	8	43	20	15	156	123	97
169.	7	2	21	8	9	38	7	5	9	21	4	18	22	14	10	7	6	37	23	14	155	119	88
170.	6	8	19	9	11	39	8	2	6	16	3	16	19	16	10	9	8	43	22	16	155	113	79
171.	6	2	21	7	12	40	8	5	10	23	4	15	19	11	10	8	8	37	20	15	154	105	90
172.	6	1	22	8	11	41	11	3	9	23	4	14	19	12	11	11	7	41	21	9	154	129	88
173.	6	3	20	8	11	39	11	5	11	27	3	15	18	13	8	11	8	40	24	6	154	100	81
174.	6	6	22	11	8	41	9	9	8	26	6	16	22	17	12	9	8	36	12	17	154	115	94
175.	7	0	22	5	9	36	9	8	12	29	3	16	19	16	11	11	8	46	13	11	154	103	96
176.	6	1	22	7	7	36	9	4	7	18	12	16	28	15	10	7	8	40	24	17	154	111	80
177.	6	1	23	7	7	37	5	4	9	18	4	14	18	15	12	12	8	47	18	15	153	85	15
178.	6	7	18	9	6	33	12	3	10	25	3	16	19	13	6	10	8	37	23	16	153	92	55
179.	6	1	23	7	7	37	5	4	9	18	4	14	18	15	12	12	8	47	18	15	153	85	15
180.	6	8	14	9	11	34	11	3	9	23	4	16	20	16	11	11	8	46	27	10	153	113	92
181.	6	8	19	6	9	34	10	8	10	28	2	16	18	15	7	4	8	34	23	16	153	113	92
182.	6	4	15	11	7	33	12	8	10	30	5	16	21	15	11	9	5	40	17	11	152	103	38
183.	6	0	20	8	7	35	10	2	12	24	4	16	20	12	11	8	8	39	23	10	151	108	40
184.	6	3	14	5	12	31	11	11	9	31	1	16	26	16	8	8	8	40	11	12	151	104	60
185.	6	6	21	10	9	40	7	2	11	20	2	16	29	12	10	4	8	34	18	10	151	118	87
186.	6	3	11	8	10	38	9	5	8	22	3	16	19	18	9	7	8	42	16	13	150	101	83
187.	6	7	19	10	10	39	12	3	9	24	4	16	20	14	9	8	8	39	19	9	150	99	45
188.	6	2	19	11	10	30	5	3	10	18	3	15	18	14	12	8	8	42	26	16	150	88	55
189.	6	6	24	7	7	38	8	5	4	17	8	15	23	14	11	9	5	39	18	15	150	112	81
190.	6	11	20	7	10	37	7	6	8	21	4	11	15	14	11	9	8	42	22	13	150	85	81
191.	5	11	19	9	10	28	10	5	8	23	10	17	27	15	7	7	8	39	20	15	150	118	55
192.	6	2	20	7	11	38	10	3	12	22	4	16	20	16	6	8	8	38	19	13	150	115	90
193.	6	0	17	10	9	36	7	6	2	15	4	16	20	13	9	10	8	40	28	11	150	109	90
194.	6	11	16	6	6	28	11	7	7	25	5	16	21	15	9	9	6	39	22	14	149	92	89
195.	7	6	23	12	9	44	4	3	8	15	9	19	28	14	8	10	8	40	32	11	149	84	50
196.	7	1	16	8	11	35	9	3	12	24	5	16	21	9	9	8	8	34	19	16	149	110	41
197.	6	8	24	8	11	43	11	4	9	24	1	15	16	14	8	8	8	38	17	11	149	92	91
198.	6	0	21	11	11	43	10	7	10	27	5	12	17	16	12	8	3	39	18	4	148	139	41
199.	6	5	19	9	8	36	8	4	5	17	7	16	23	17	9	5	8	39	17	16	148	97	89
200.	6	1	19	11	7	37	7	10	1	18	4	16	20	15	10	8	8	41	19	13	148	97	86

No.	Yrs. Mo.		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	TOTAL	I.Q.	ACH.
201.	6	5	12	7	11	30	6	4	10	20	2	16	18	14	10	12	8	44	24	11	147	99	90
202.	5	11	21	9	6	36	11	8	5	24	3	16	19	11	6	10	8	35	23	10	147	104	91
203.	6	3	19	9	10	38	5	5	8	18	5	16	21	13	7	10	8	38	19	12	146	102	87
204.	6	3	17	10	10	37	10	5	11	26	3	12	15	15	6	8	8	37	30	11	146	114	88
205.	6	4	11	11	9	31	3	3	9	15	6	18	24	16	9	8	8	41	21	14	146	110	62
206.	6	5	16	8	11	35	8	3	11	22	3	16	19	16	6	8	8	38	24	8	146	109	88
207.	6	2	16	7	11	34	12	2	8	22	6	16	22	13	7	10	8	38	20	9	145	102	78
208.	6	8	24	8	6	38	10	4	10	24	5	14	19	15	10	6	5	36	15	13	145	114	80
209.	6	9	20	9	5	34	8	3	9	20	6	16	22	16	9	9	8	42	16	11	145	108	97
210.	6	10	14	7	9	30	8	6	5	19	8	16	24	16	10	8	6	40	20	11	144	110	45
211.	6	7	23	9	8	40	4	8	10	22	6	16	22	13	3	7	8	31	18	11	144	95	94
212.	6	6	17	7	8	32	7	6	0	13	7	16	23	13	10	11	8	42	22	12	144	107	93
213.	5	11	21	8	9	38	0	1	6	7	4	17	21	14	8	10	8	40	24	30	144	131	81
214.	7	4	19	9	5	33	8	1	10	19	5	16	21	15	7	9	6	37	24	10	144	80	65
215.	5	11	10	11	7	28	8	8	6	22	6	16	12	17	9	8	8	42	24	16	144	110	88
216.	7	0	20	8	10	38	11	5	12	28	2	13	15	17	8	7	8	40	14	8	143	98	83
217.	6	6	21	9	5	35	9	8	10	27	10	4	14	16	12	5	5	38	17	12	143	105	70
218.	6	11	18	4	8	30	6	5	10	21	3	16	19	16	7	9	8	10	16	17	143	106	96
219.	6	11	16	7	11	34	6	0	8	14	2	16	18	11	10	9	8	38	21	17	142	112	66
220.	6	1	9	9	7	25	10	11	11	32	4	12	16	13	11	5	8	37	23	8	141	105	70
221.	5	11	20	7	9	36	9	9	5	23	4	15	19	12	7	5	7	31	21	11	141	119	74
222.	6	4	17	10	10	37	11	4	12	27	6	17	23	9	6	6	6	27	17	10	141	104	60
223.	6	0	19	6	7	32	9	6	7	22	6	14	20	16	8	18	8	40	14	13	141	105	69
224.	6	1	18	8	8	34	0	1	4	5	12	13	25	13	12	9	8	42	25	6	141	99	61
225.	6	3	16	6	9	31	10	3	9	22	9	12	21	11	11	9	5	36	20	10	140	117	83
226.	6	2	10	6	9	25	10	5	11	26	6	16	22	12	10	5	8	35	21	10	139	114	70
227.	6	4	16	3	6	24	11	4	11	26	5	15	20	12	8	12	8	40	22	5	138	111	86
228.	7	0	20	7	11	38	3	3	12	18	6	15	21	14	6	8	8	36	18	7	138	100	55
229.	6	10	15	8	8	31	3	2	4	9	4	16	20	16	9	10	6	41	23	14	138	98	51
230.	5	11	20	11	8	39	8	5	7	20	9	14	23	17	10	6	8	31	15	10	138	97	81
231.	6	2	10	8	9	27	6	4	6	16	2	16	24	15	9	11	8	43	19	9	138	114	72
232.	6	0	20	4	4	28	9	8	3	20	6	16	22	14	8	9	8	39	20	9	138	101	66
233.	6	11	0	0	11	11	11	2	12	25	4	13	17	15	9	11	8	43	29	12	137	110	97
234.	7	2	20	6	7	33	8	5	5	18	3	18	21	15	8	10	8	41	13	10	136	88	69
235.	6	3	13	12	7	32	8	6	7	21	5	15	20	13	6	7	6	32	17	14	136	119	65

No.	Yrs. Mo.		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	TOTAL	I.Q.	ACH.
236.	6	3	22	8	8	38	5	5	8	18	7	16	23	13	7	3	8	23	26	6	134	107	60
237.	6	7	16	8	11	35	10	4	3	17	3	16	19	10	10	9	8	37	21	5	134	100	85
238.	6	6	19	8	4	31	11	7	1	19	2	18	20	13	11	10	8	42	11	11	134	101	85
239.	6	3	14	11	8	33	3	6	5	14	6	15	21	15	5	12	8	40	12	12	132	118	89
240.	6	4	20	5	4	29	7	5	11	23	5	16	21	15	8	6	3	32	15	13	133	108	68
241.	6	6	13	10	9	32	5	5	8	18	7	17	24	14	5	10	8	37	11	9	131	98	41
242.	5	8	16	8	7	31	6	5	8	19	2	16	18	12	8	10	8	38	19	5	130	99	51
243.	6	1	17	8	0	25	1	0	5	6	4	16	20	17	9	11	3	40	21	16	128	127	73
244.	6	0	13	8	9	30	9	4	2	15	4	15	19	13	5	9	8	35	17	12	128	101	50
245.	6	7	15	9	7	31	6	5	8	19	2	16	18	12	8	10	8	38	19	3	128	100	62
246.	6	4	16	6	8	30	8	5	4	17	2	18	20	16	18	10	8	42	17	1	127	111	88
247.	6	1	14	8	11	33	9	2	9	20	5	15	20	13	10	8	8	39	7	8	127	105	76
248.	6	5	21	7	6	34	7	6	8	21	12	16	18	12	6	8	8	34	15	5	126	101	88
249.	5	11	13	8	3	24	9	6	4	19	5	15	20	16	3	7	7	33	17	12	125	109	78
250.	6	8	19	8	9	36	8	5	8	21	5	15	20	13	5	6	6	30	14	4	125	95	79
251.	6	1	15	7	5	27	5	6	6	17	8	18	26	13	11	7	6	37	14	3	124	115	81
252.	6	7	22	8	11	41	8	5	7	20	2	16	18	16	12	9	8	45	0	0	124	110	74
253.	6	0	18	7	4	29	8	4	11	23	3	15	18	11	9	7	6	33	13	8	124	112	75
254.	6	3	14	8	9	36	7	6	8	21	5	15	19	17	3	7	7	33	18	2	124	101	61
255.	6	1	21	6	7	34	7	3	6	16	3	16	19	15	3	8	5	31	13	10	123	121	77
256.	6	4	14	7	2	23	6	2	9	17	4	16	20	14	9	5	7	35	17	11	123	103	76
257.	6	10	12	4	6	22	7	4	4	15	2	15	17	16	3	9	7	35	21	13	123	75	40
258.	6	2	20	7	7	34	6	4	6	17	2	16	19	15	3	8	5	31	13	9	122	110	70
259.	6	2	14	7	6	27	6	3	8	17	2	17	19	14	6	8	8	36	14	9	122	108	78
260.	6	6	16	10	12	38	2	2	4	8	1	15	16	12	10	6	8	36	13	11	122	107	52
261.	6	3	20	7	7	34	2	5	1	8	3	16	19	15	10	9	6	40	11	10	122	99	47
262.	6	7	15	11	12	38	3	3	3	7	1	15	16	12	10	6	8	36	12	12	122	96	50
263.	6	9	17	7	1	25	6	2	3	11	2	18	20	13	11	11	6	41	14	10	121	93	89
264.	6	4	16	7	11	34	4	4	6	14	5	15	20	11	8	8	6	33	11	8	120	110	65
265.	6	0	16	6	9	31	5	2	9	16	6	18	24	9	10	8	8	35	9	5	120	102	75
266.	6	9	15	7	3	25	5	3	4	10	2	18	20	12	12	11	6	41	14	9	120	95	62
267.	6	8	8	10	1	19	5	1	6	12	6	15	21	15	12	7	8	42	18	8	120	89	78
268.	6	10	11	7	5	23	7	4	2	13	11	16	27	14	10	8	8	40	11	8	118	96	84
269.	6	10	16	11	7	34	0	2	9	11	2	16	18	12	5	8	8	33	12	10	118	97	42
270.	7	1	8	6	11	25	5	3	3	11	5	15	20	18	2	10	6	36	6	7	117	88	34

No.	Yrs. Mo.		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	TOTAL	I.Q.	ACH.
271.	6	6	15	10	7	34	2	3	6	11	3	15	18	11	6	9	7	33	11	10	117	95	52
272.	6	3	13	7	7	23	7	4	6	17	5	17	22	11	7	6	8	32	13	10	117	110	53
273.	6	5	8	5	8	21	8	4	8	20	2	13	15	12	5	8	8	33	17	10	116	99	48
274.	6	9	18	2	10	30	6	2	10	18	2	12	14	15	8	7	8	38	5	11	116	99	17
275.	6	4	9	5	7	21	7	5	8	20	3	12	14	13	6	9	8	38	16	11	116	97	51
276.	6	5	10	2	10	30	6	2	10	18	2	12	14	15	8	7	8	38	5	11	116	90	45
277.	6	2	21	10	7	38	9	3	1	13	2	16	18	11	7	9	6	33	6	7	115	106	40
278.	6	1	12	8	3	23	2	7	9	18	5	15	20	8	7	6	8	29	18	5	113	112	58
279.	6	1	12	7	6	25	8	3	2	13	2	16	18	19	9	6	8	42	7	7	112	114	65
280.	6	6	11	9	3	23	3	6	10	17	5	15	20	9	6	5	9	29	18	4	112	98	62
281.	6	1	16	6	1	23	11	5	5	21	3	11	14	9	5	11	5	30	14	10	112	94	65
282.	6	3	15	7	3	25	9	5	5	19	3	10	15	8	6	10	6	30	12	10	112	97	67
283.	6	4	12	6	6	24	4	5	7	16	5	15	20	10	6	9	7	32	8	11	111	101	79
284.	6	4	16	7	11	34	4	4	6	14	5	15	20	11	8	8	6	33	6	3	110	98	65
285.	5	11	15	5	3	23	3	3	5	11	1	15	16	11	4	8	8	31	17	11	109	101	66
286.	6	0	14	6	6	26	1	4	3	8	5	16	21	8	6	10	8	32	10	11	108	97	62
287.	6	5	8	9	8	25	5	2	2	9	3	14	17	13	5	7	8	33	13	11	108	96	84
288.	6	6	12	2	6	20	0	2	7	9	2	12	14	13	3	11	8	45	10	9	107	102	72
289.	6	9	10	2	10	30	6	2	10	18	2	12	14	15	8	7	8	38	3	3	106	99	17
290.	6	5	7	6	7	20	10	9	1	20	2	18	20	8	3	4	6	21	13	9	103	99	76
291.	6	8	7	8	10	25	4	2	3	9	3	17	20	11	10	6	3	29	10	10	103	90	33
292.	6	2	7	8	6	21	9	3	8	20	1	15	16	11	6	6	4	27	9	9	102	92	70
293.	6	5	6	6	1	13	11	5	5	21	3	11	14	9	6	10	5	30	14	10	102	94	65
294.	5	11	15	10	8	33	2	4	8	14	6	14	20	16	12	10	1	39	23	15	102	106	72
295.	6	10	12	4	6	22	7	4	4	5	2	15	17	6	3	4	6	19	21	13	102	92	45
296.	6	2	8	5	1	14	8	3	3	14	8	17	25	8	8	5	5	26	7	5	91	78	40
297.	6	0	7	6	9	22	7	0	2	9	2	13	15	9	3	6	7	25	8	10	89	102	61
298.	7	11	13	4	4	21	7	4	4	15	4	8	12	9	4	5	8	26	5	7	86	63	33
299.	6	3	5	7	8	20	0	3	3	6	5	11	16	9	2	7	7	25	15	4	86	82	73
300.	6	5	16	6	5	27	4	1	0	5	2	15	17	12	3	5	5	25	8	0	82	93	21

No.	Yrs. Mo.		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	TOTAL	I.Q.	ACH.
301.	6	5	8	5	2	15	0	0	2	2	3	14	17	18	5	8	6	32	10	6	82	98	20
302.	6	7	0	6	9	18	3	1	3	7	1	12	13	9	5	5	6	25	7	5	75	97	70
303.	6	5	7	4	4	15	7	4	4	15	4	8	12	9	4	5	8	26	4	2	74	96	72
304.	6	6	3	3	6	12	1	3	4	8	4	12	16	4	6	3	5	18	4	4	62	73	41

I - VISUAL DISCRIMINATION

II - VISUAL MEMORY

III - VISUAL REPRODUCTION

IV - VISUAL TOTAL

V - AUDITORY DISCRIMINATION (RHYME)

VI - AUDITORY DISCRIMINATION (BEGINNING SOUNDS)

VII - AUDITORY ACUITY

VIII - AUDITORY TOTAL

IX - MOTOR CONTROL & SPEED

X - FOLLOWING DIRECTIONS

XI - MOTOR TOTAL

XII - SCIENCE & HEALTH

XIII - LITERATURE

XIV - LANGUAGE

XV - COLORS

XVI - LANGUAGE TOTAL

XVII - NUMBERS

XVIII - LISTENING COMPREHENSION

TABLE II

CALCULATION RESULTS OF THE ITEM ANALYSIS COMPUTED ON THE

CONTEMPORARY SCHOOL READINESS TEST, SEPTEMBER, 1961

(302 cases)

TEST 1: VISUAL DISCRIMINATION			TEST 2: VISUAL MEMORY		
Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	19	88	1.	25	74
2.	5	85	2.	56	23
3.	36	76	3.	18	64
4.	52	66	4.	21	19
5.	22	86	5.	22	58
6.	23	63	6.	71	44
7.	0	93	7.	15	51
8.	19	88	8.	69	43
9.	31	80	9.	55	47
10.	19	73	10.	37	40
11.	32	63	11.	19	36
12.	17	75	12.	60	39
13.	35	54			
14.	6	82			
15.	34	48			
16.	43	51			
17.	15	60			
18.	63	54			
19.	28	63			
20.	6	84			
21.	44	56			
22.	30	57			
23.	28	55			
24.	61	58			

Frederick B. Davis, Item-Analysis Data (Massachusetts: Harvard University Press, 1949).

Formula:

$$PH = \frac{RH - \frac{WH}{K-1}}{NH - NRH}$$

TEST 3: VISUAL REPRODUCTION

Item	Discrimination	Difficulty
1.	37	75
2.	52	66
3.	23	68
4.	42	60
5.	53	35
6.	30	70
7.	19	40
8.	52	34
9.	43	28
10.	39	56
11.	22	14
12.	0	0

TEST 4: AUDITORY DISCRIMINATION (RHYME)

Item	Discrimination	Difficulty
1.	65	32
2.	30	70
3.	12	42
4.	31	55
5.	37	60
6.	40	64
7.	42	63
8.	42	49
9.	23	68
10.	26	38
11.	50	51
12.	50	63

TEST 5: AUDITORY DISCRIMINATION
(Beginning Sounds)

Item	Discrimination	Difficulty
1.	46	47
2.	35	50
3.	30	49
4.	5	33
5.	57	37
6.	17	47
7.	33	51
8.	25	54
9.	59	51
10.	41	27
11.	41	27
12.	11	44

TEST 9: SCIENCE & HEALTH INFORMATION & VOCABULARY

Item	Discrimination	Difficulty
1.	13	60
2.	25	84
3.	24	58
4.	36	76
5.	30	70
6.	32	61
7.	37	71
8.	32	79
9.	4	51
10.	21	81
11.	8	76
12.	55	35
13.	24	65
14.	27	42
15.	23	68
16.	21	76
17.	19	59
18.	10	50

TEST 10: LITERATURE

Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	38	66	1.	2	48
2.	50	67	2.	8	61
3.	38	66	3.	25	50
4.	38	66	4.	27	42
5.	54	61	5.	37	46
6.	14	80	6.	17	51
7.	28	77	7.	71	15
8.	18	62	8.	25	84
9.	12	63	9.	33	49
10.	31	69	10.	31	58
11.	19	68	11.	25	64
12.	20	69	12.	14	57

TEST 11: LANGUAGE

TEST 13: NUMBERS

Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	44	59	1.	41	59
2.	38	49	2.	33	48
3.	26	41	3.	52	34
4.	23	55	4.	42	60
5.	44	71	5.	27	28
6.	35	59	6.	24	58
7.	43	72	7.	63	40
8.	30	58	8.	42	63
9.	33	55	9.	32	63
10.	36	54	10.	23	55
11.	55	60	11.	21	64
12.	66	41	12.	39	65
13.	39	61	13.	25	66
14.	29	64	14.	21	64
15.	36	61	15.	23	44
16.	51	59	16.	70	43
17.	42	45	17.	48	60
18.	70	43	18.	0	0
19.	28	46	19.	24	58
20.	22	40	20.	35	49
21.	40	69			
22.	33	65			
23.	40	57			
24.	46	55			
24.	51	33	30.	43	54
26.	13	38	31.	26	61
27.	52	44	32.	28	66
28.	42	53	33.	39	74
29.	21	55	34.	45	66

TEST 14: LISTENING COMPREHENSION

TABLE III

THE CONTEMPORARY SCHOOL READINESS TEST, FORM A AND FORM B,

SEPTEMBER, 1963, 302 CASES - 604 TESTS

No.	Form A total	Form B total	No.	Form A total	Form B total	No.	Form A total	Form B total
1.	103	98	37.	94	93	73.	90	86
2.	103	103	38.	94	91	74.	90	96
3.	102	103	39.	94	92	75.	89	89
4.	102	103	40.	94	85	76.	89	89
5.	101	100	41.	93	87	77.	89	82
6.	101	103	42.	93	83	78.	89	98
7.	101	99	43.	93	89	79.	89	87
8.	100	99	44.	93	97	80.	89	98
9.	100	103	45.	93	91	81.	89	93
10.	99	99	46.	93	90	82.	89	82
11.	99	101	47.	93	91	83.	89	80
12.	99	103	48.	93	97	84.	89	88
13.	98	93	49.	93	91	85.	88	91
14.	98	95	50.	93	91	86.	88	88
15.	98	95	51.	93	91	87.	88	79
16.	97	105	52.	92	88	88.	88	88
17.	97	97	53.	92	92	89.	88	86
18.	97	98	54.	92	88	90.	88	91
19.	97	98	55.	92	90	91.	87	87
20.	97	93	56.	92	96	92.	87	82
21.	97	99	57.	92	92	93.	87	78
22.	96	89	58.	92	95	94.	87	83
23.	96	89	59.	91	96	95.	87	80
24.	96	94	60.	91	91	96.	87	87
25.	96	96	61.	91	89	97.	87	84
26.	96	84	62.	91	93	98.	87	80
27.	96	90	63.	91	86	99.	87	86
28.	96	91	64.	91	84	100.	87	88
29.	96	95	65.	90	93	101.	87	87
30.	95	92	66.	90	85	102.	87	97
31.	95	96	67.	90	94	103.	87	84
32.	95	97	68.	90	91	104.	86	87
33.	94	92	69.	90	82	105.	86	88
34.	94	98	70.	90	91	106.	86	80
35.	94	85	71.	90	88	107.	86	94
36.	94	96	72.	90	86	108.	86	90

No.	Form A total	Form B total	No.	Form A total	Form B total	No.	Form A total	Form B total
109.	86	80	158.	81	79	207.	73	75
110.	86	86	159.	81	84	208.	73	73
111.	85	91	160.	81	91	209.	73	80
112.	85	78	161.	80	71	210.	73	71
113.	85	80	162.	80	84	211.	72	70
114.	85	90	163.	80	89	212.	72	70
115.	85	95	164.	80	77	213.	72	72
116.	85	80	165.	80	76	214.	72	67
117.	85	88	166.	80	71	215.	71	64
118.	85	85	167.	80	76	216.	71	66
119.	84	84	168.	80	93	217.	71	81
120.	84	94	169.	80	75	218.	71	71
121.	84	80	170.	79	70	219.	71	72
122.	84	84	171.	79	72	220.	70	70
123.	84	80	172.	79	80	221.	70	71
124.	84	83	173.	79	77	222.	70	73
125.	84	94	174.	79	82	223.	70	73
126.	84	87	175.	79	81	224.	70	76
127.	84	85	176.	79	84	225.	70	64
128.	84	80	177.	79	72	226.	70	73
129.	84	82	178.	79	82	227.	69	70
130.	84	90	179.	78	86	228.	69	51
131.	84	86	180.	78	79	229.	69	78
132.	84	83	181.	78	90	230.	69	70
133.	83	83	182.	78	77	231.	69	63
134.	83	93	183.	78	83	232.	69	69
135.	83	80	184.	78	73	233.	69	70
136.	83	79	185.	77	71	234.	69	71
137.	83	72	186.	77	77	235.	69	70
138.	83	73	187.	77	70	236.	69	72
139.	83	77	188.	77	83	237.	68	68
140.	83	85	189.	77	74	238.	68	66
141.	83	82	190.	77	72	239.	68	70
142.	83	79	191.	77	76	240.	68	60
143.	83	97	192.	76	72	241.	68	62
144.	82	80	193.	76	70	242.	68	71
145.	82	80	194.	76	81	243.	67	60
146.	82	87	195.	76	76	244.	67	63
147.	82	82	196.	75	76	245.	66	65
148.	82	77	197.	75	88	246.	66	68
149.	82	77	198.	75	70	247.	66	70
150.	82	78	199.	75	70	248.	65	64
151.	81	83	200.	75	76	249.	65	62
152.	81	85	201.	75	74	250.	65	70
153.	81	89	202.	74	70	251.	65	50
154.	81	80	203.	73	79	252.	65	63
155.	81	90	204.	73	81	253.	64	50
156.	81	80	205.	73	76	254.	64	66
157.	81	80	206.	73	67	255.	64	68

No.	Form A Total	Form B Total	No.	Form A Total	Form B Total	No.	Form A Total	Form B Total
256.	64	74	271.	60	57	286.	50	42
257.	63	66	272.	59	60	287.	49	49
258.	63	63	273.	59	48	288.	49	47
259.	63	60	274.	59	60	289.	47	33
260.	63	63	275.	59	50	290.	47	43
261.	63	66	276.	58	52	291.	47	49
262.	62	70	277.	58	59	292.	47	46
263.	62	72	278.	56	50	293.	45	47
264.	62	55	279.	56	50	294.	45	51
265.	61	50	280.	55	52	295.	43	37
266.	61	62	281.	55	60	296.	41	34
267.	61	53	282.	54	50	297.	41	39
268.	61	70	283.	52	52	298.	41	44
269.	61	69	284.	51	49	299.	35	32
270.	60	67	285.	51	57	300.	24	42
						301.	18	29
						302.	11	21

Correlation Formula

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

Reliability = .8864

TABLE IV

CALCULATION RESULTS OF THE ITEM ANALYSIS COMPUTED ON THE

CONTEMPORARY SCHOOL READINESS TEST, SEPTEMBER, 1963

(302 cases - 604 tests)

<u>Form A</u>			<u>Form B</u>		
TEST 1: VISUAL DISCRIMINATION			TEST 1: VISUAL DISCRIMINATION		
Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	25	84	1.	31	80
2.	21	74	2.	25	78
3.	30	76	3.	37	75
4.	17	75	4.	23	75
5.	19	66	5.	21	65
6.	25	71	6.	37	66
7.	23	85	7.	38	62
8.	0	99	8.	25	84
9.	49	68	9.	25	64
10.	50	67	10.	36	67
11.	37	57	11.	33	66
12.	56	63	12.	38	63
13.	60	41	13.	31	59
14.	45	70	14.	52	66
15.	22	66	15.	30	48

<u>Form A</u>			<u>Form B</u>		
TEST 2: VISUAL MEMORY			TEST 2: VISUAL MEMORY		
Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	19	68	1.	19	88
2.	36	63	2.	44	60
3.	26	73	3.	32	79
4.	40	59	4.	49	60
5.	28	82	5.	39	42
6.	41	61	6.	37	64
7.	28	58	7.	51	37

Form ATEST 3: AUDITORY DISCRIMINATION

Item	Discrimination	Difficulty
1.	28	82
2.	13	60
3.	42	73
4.	39	63
5.	69	45
6.	34	65
7.	35	55

Form BTEST 3: AUDITORY DISCRIMINATION

Item	Discrimination	Difficulty
1.	30	67
2.	40	57
3.	49	68
4.	34	55
5.	46	55
6.	37	63
7.	59	55

Form ATEST 4: SCIENCE & HEALTH

Item	Discrimination	Difficulty
1.	19	88
2.	76	15
3.	37	75
4.	38	74
5.	13	22
6.	30	81
7.	33	78

Form BTEST 4: SCIENCE & HEALTH

Item	Discrimination	Difficulty
1.	22	45
2.	28	82
3.	28	68
4.	28	82
5.	20	74
6.	19	55
7.	23	85

Form ATEST 5: LITERATURE

Item	Discrimination	Difficulty
1.	40	74
2.	35	74
3.	16	69
4.	30	81
5.	15	70
6.	42	72
7.	30	67
8.	45	70

Form BTEST 5: LITERATURE

Item	Discrimination	Difficulty
1.	55	53
2.	22	58
3.	29	58
4.	41	55
5.	30	62
6.	27	68
7.	32	61
8.	35	66

Form A
TEST 6: LANGUAGE

Item	Discrimination	Difficulty
1.	26	62
2.	12	56
3.	20	63
4.	44	71
5.	56	63
6.	21	66
7.	29	62

Form B
TEST 6: LANGUAGE

Item	Discrimination	Difficulty
1.	46	59
2.	22	52
3.	14	61
4.	20	74
5.	54	43
6.	34	59
7.	37	75

Form A
TEST 7: NUMBERS

Item	Discrimination	Difficulty
1.	59	61
2.	52	62
3.	50	67
4.	40	62
5.	57	36
6.	45	70
7.	25	60
8.	31	52
9.	25	73
10.	41	73
11.	30	66
12.	39	58
13.	0	0
14.	0	0
15.	43	56
16.	28	50
17.	58	54
18.	53	47
19.	35	47
20.	24	48

Form B
TEST 7: NUMBERS

Item	Discrimination	Difficulty
1.	62	48
2.	52	57
3.	43	56
4.	52	58
5.	32	59
6.	34	51
7.	55	64
8.	40	62
9.	43	72
10.	31	69
11.	63	59
12.	55	64
13.	50	57
14.	56	52
15.	37	49
16.	37	51
17.	46	55
18.	70	43
19.	40	46
20.	69	45

Form A

TEST 8: LISTENING COMPREHENSION

Item	Discrimination	Difficulty
1.	51	67
2.	37	56
3.	34	22
4.	25	63
5.	46	51
6.	16	90
7.	18	70
8.	19	66
9.	41	46
10.	41	55
11.	49	59

Form B

TEST 8: LISTENING COMPREHENSION

Item	Discrimination	Difficulty
1.	5	80
2.	16	63
3.	22	86
4.	30	60
5.	32	53
6.	34	77
7.	22	58
8.	11	66
9.	39	74
10.	22	86
11.	7	65

Form A

TEST 9: HANDWRITING

Item	Discrimination	Difficulty
1.	55	40
2.	58	55
3.	61	53
4.	50	57
5.	50	58
6.	60	55
7.	58	55
8.	97	53
9.	74	45

Form B

TEST 9: HANDWRITING

Item	Discrimination	Difficulty
1.	74	45
2.	58	64
3.	60	51
4.	78	46
5.	61	46
6.	74	45
7.	85	47
8.	75	50

Form A

TEST 10: READING

Item	Discrimination	Difficulty
1.	26	61
2.	42	60
3.	36	63
4.	28	59
5.	30	64
6.	56	37
7.	38	55
8.	72	44
9.	63	40
10.	62	40

Form B

TEST 10: READING

Item	Discrimination	Difficulty
1.	39	61
2.	17	75
3.	20	62
4.	45	60
5.	24	65
6.	63	40
7.	41	54
8.	44	41
9.	49	43
10.	59	38

TABLE V

THE CONTEMPORARY SCHOOL READINESS TEST, FORM A AND FORM B,

JANUARY, 1964, 100 CASES - 200 TESTS

No.	Form A Total	Form B Total	No.	Form A Total	Form B Total	No.	Form A Total	Form B Total
1.	100	99	35.	95	97	68.	77	82
2.	100	100	36.	94	91	69.	76	89
3.	100	98	37.	94	94	70.	74	77
4.	100	100	38.	94	98	71.	73	67
5.	99	98	39.	93	89	72.	72	80
6.	99	96	40.	93	91	73.	71	76
7.	99	99	41.	93	94	74.	68	70
8.	99	95	42.	92	95	75.	68	68
9.	99	96	43.	92	92	76.	67	76
10.	99	98	44.	92	94	77.	67	75
11.	98	97	45.	92	93	78.	67	68
12.	98	99	46.	92	91	79.	65	66
13.	98	94	47.	91	92	80.	62	79
14.	98	99	48.	91	87	81.	62	70
15.	98	94	49.	90	87	82.	80	87
16.	98	92	50.	90	90	83.	60	68
17.	98	99	51.	90	98	84.	58	59
18.	98	100	52.	90	87	85.	56	50
19.	97	91	53.	90	95	86.	55	72
20.	97	98	54.	90	89	87.	52	64
21.	97	98	55.	90	94	88.	50	50
22.	97	99	56.	89	97	89.	49	53
23.	97	97	57.	89	98	90.	46	38
24.	97	95	58.	89	89	91.	45	51
25.	97	94	59.	88	79	92.	45	50
26.	97	99	60.	88	91	93.	44	57
27.	96	99	61.	87	85	94.	44	41
28.	96	97	62.	84	93	95.	43	32
29.	96	89	63.	83	86	96.	41	48
30.	96	96	64.	81	77	97.	41	41
31.	96	90	65.	79	85	98.	34	36
32.	96	97	66.	78	81	99.	28	28
33.	96	93	67.	78	81	100.	27	26
34.	95	96						

Reliability = .9605

TABLE VI

CALCULATION RESULTS OF THE ITEM ANALYSIS COMPUTED ON THE

CONTEMPORARY SCHOOL READINESS TEST, JANUARY, 1964

(100 cases - 200 tests)

<u>Form A</u>			<u>Form B</u>		
TEST 1: SCIENCE, HEALTH & SO. STUDIES			TEST 1: SCIENCE, HEALTH & SO. ST.		
Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	0	0	1.	0	0
2.	31	80	2.	26	83
3.	35	77	3.	42	72
4.	31	80	4.	13	80
5.	14	91	5.	51	67
6.	48	60	6.	42	63
7.	51	67	7.	49	60
8.	54	64	8.	41	73
9.	68	58	9.	35	76
10.	36	58	10.	31	69
11.	45	70	11.	55	57
12.	48	60	12.	29	61
13.	18	60	13.	43	52
14.	60	55	14.	46	54
15.	54	29	15.	65	41

<u>Form A</u>			<u>Form B</u>		
TEST 2: NUMBERS			TEST 2: NUMBERS		
Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	52	66	1.	68	58
2.	53	77	2.	63	59
3.	58	62	3.	54	64
4.	51	67	4.	50	52
5.	51	85	5.	82	47

TEST 2: NUMBERS (Continued)

Item	Discrimination	Difficulty
6.	61	60
7.	25	63
8.	100	50
9.	100	50
10.	92	51
11.	49	68
12.	46	70
13.	54	64
14.	48	69
15.	62	60
16.	51	85
17.	53	77
18.	92	51
19.	92	51
20.	79	46
21.	30	70

TEST 2: NUMBERS (continued)

Item	Discrimination	Difficulty
6.	54	64
7.	51	85
8.	92	51
9.	100	50
10.	100	50
11.	49	69
12.	54	64
13.	61	60
14.	50	67
15.	79	53
16.	58	62
17.	92	51
18.	100	50
19.	92	51
20.	100	50
21.	92	49

Form A
TEST 3: LITERATURE

Item	Discrimination	Difficulty
1.	14	91
2.	44	71
3.	51	67
4.	35	77
5.	58	62
6.	32	79
7.	41	73
8.	52	66

Form B
TEST 3: LITERATURE

Item	Discrimination	Difficulty
1.	51	67
2.	35	77
3.	41	73
4.	46	70
5.	50	67
6.	35	77
7.	41	73
8.	52	66

Form A
TEST 4: HANDWRITING

Item	Discrimination	Difficulty
1.	60	61
2.	100	50
3.	100	50
4.	92	51
5.	100	50
6.	100	50
7.	100	50
8.	92	51

Form B
TEST 4: HANDWRITING

Item	Discrimination	Difficulty
1.	58	62
2.	100	50
3.	92	51
4.	82	53
5.	100	50
6.	92	51
7.	100	50
8.	51	85

Form A
TEST 5: READING

Item	Discrimination	Difficulty
1.	41	71
2.	35	76
3.	61	60
4.	54	64
5.	52	66
6.	100	50
7.	65	59
8.	92	51
9.	100	50
10.	100	50

Form B
TEST 5: READING

Item	Discrimination	Difficulty
1.	49	68
2.	44	71
3.	46	70
4.	52	66
5.	52	66
6.	100	50
7.	68	58
8.	100	50
9.	100	50
10.	92	51

Form A
TEST 6: VISUAL DISCRIMINATION

Item	Discrimination	Difficulty
1.	26	83
2.	52	66
3.	41	73
4.	22	75
5.	72	55
6.	22	76
7.	44	71
8.	41	73
9.	54	64
10.	44	62
11.	59	63
12.	6	63
13.	56	53
14.	66	53
15.	57	56

Form B
TEST 6: VISUAL DISCRIMINATION

Item	Discrimination	Difficulty
1.	3	74
2.	42	73
3.	14	91
4.	46	70
5.	48	69
6.	29	81
7.	50	67
8.	27	83
9.	45	70
10.	58	62
11.	46	69
12.	48	60
13.	46	70
14.	92	51
15.	62	60

Form A
TEST 7: AUDITORY DISCRIMINATION

Item	Discrimination	Difficulty
1.	59	50
2.	55	57
3.	35	76
4.	52	66
5.	56	56
6.	48	60
7.	63	59

Form B
TEST 7: AUDITORY DISCRIMINATION

Item	Discrimination	Difficulty
1.	30	70
2.	57	56
3.	68	58
4.	62	60
5.	48	60
6.	53	42
7.	54	64

Form A

TEST 8: LISTENING COMPREHENSION

Item	Discrimination	Difficulty
1.	35	77
2.	51	73
3.	36	76
4.	14	91
5.	28	82
6.	52	56
7.	79	54
8.	43	72
9.	41	45
10.	48	69
11.	68	58

Form B

TEST 8: LISTENING COMPREHENSION

Item	Discrimination	Difficulty
1.	35	76
2.	40	64
3.	27	12
4.	59	62
5.	38	74
6.	14	91
7.	8	60
8.	31	68
9.	28	82
10.	46	69
11.	28	82

TABLE VII

SCORES RECEIVED BY PUPILS ON

THE CONTEMPORARY SCHOOL READINESS TEST, SEPTEMBER , 1963,

AND THE METROPOLITAN ACHIEVEMENT TEST, APRIL, 1964.

(100 cases - 200 tests)

	CONTEMPORARY									METROPOLITAN			
No.	I	II	III	IV	V	VI	VII	VIII	IX	TOTAL	I	II	TOTAL
1.	15	7	11	15	48	6	8	18	9	89	99	63	162
2.	15	7	11	15	48	7	8	18	8	89	107	62	169
3.	14	7	10	15	46	5	8	16	9	86	106	56	162
4.	14	7	10	15	46	5	8	17	9	85	102	59	161
5.	15	7	10	15	47	7	8	14	9	85	101	66	167
6.	15	6	10	15	46	6	8	17	9	86	114	61	166
7.	15	6	10	13	44	6	7	17	9	83	106	59	165
8.	15	7	10	11	43	6	7	17	9	82	105	54	159
9.	15	7	10	15	47	6	8	16	6	83	100	62	162
10.	15	7	10	11	43	6	8	18	9	84	99	60	159
11.	15	7	10	9	41	6	8	17	9	81	102	58	160
12.	15	7	10	9	41	7	8	17	7	80	104	58	162
13.	15	7	7	13	42	6	8	17	8	81	100	61	161
14.	14	7	10	13	44	6	8	18	8	84	102	63	165
15.	15	7	11	10	43	7	8	14	9	81	103	63	166
16.	13	7	4	11	35	6	7	17	8	73	97	52	149
17.	14	7	11	9	41	7	7	18	9	82	94	57	151
18.	15	7	10	11	45	6	8	15	9	81	102	60	162
19.	15	7	11	11	44	7	7	16	8	82	96	59	155
20.	14	7	10	15	46	6	8	14	6	80	104	57	161
21.	15	6	11	7	39	6	7	18	9	79	94	54	148
22.	13	6	10	11	40	7	8	17	8	80	101	51	152
23.	15	7	10	10	42	6	8	15	7	78	99	61	160
24.	15	7	10	15	47	6	8	18	9	88	103	58	161
25.	15	7	10	15	47	6	7	14	8	82	104	58	162
26.	15	7	9	15	46	5	8	12	8	79	105	51	156
27.	14	5	10	8	37	7	8	17	9	78	100	53	153
28.	15	6	10	8	39	6	7	18	8	78	97	59	156
29.	14	7	8	15	44	5	7	14	8	78	100	61	161
30.	12	6	10	11	39	7	6	17	9	78	92	60	152
31.	15	7	10	6	38	5	8	17	9	77	100	59	159
32.	15	7	10	9	41	6	8	11	9	75	102	50	152
33.	13	7	9	7	36	7	8	16	8	75	94	62	156

No.	I	II	III	IV	V	VI	VII	VIII	IX	TOTAL	I	II	TOTAL
34.	14	7	7	11	39	6	6	17	9	77	101	47	148
35.	15	7	9	9	40	7	8	14	9	78	91	57	148
36.	15	6	10	10	41	6	8	14	5	74	83	67	150
37.	14	7	10	5	36	7	8	18	6	75	101	50	151
38.	14	7	7	15	43	6	3	13	9	74	98	53	151
39.	15	6	9	5	35	6	5	16	8	70	95	50	145
40.	15	7	10	3	35	6	8	17	8	74	102	47	149
41.	15	7	11	5	33	7	8	16	5	69	90	59	149
42.	14	4	10	6	34	6	8	17	8	73	94	56	150
43.	14	5	6	10	35	5	8	16	8	72	94	52	146
44.	13	6	7	7	33	6	7	17	9	72	88	60	148
45.	15	6	11	0	32	7	6	18	9	72	88	61	149
46.	15	6	11	7	39	6	8	16	4	73	89	61	150
47.	15	6	10	4	35	6	5	17	9	72	94	54	148
48.	15	4	11	9	39	5	8	13	7	72	95	59	154
49.	15	7	10	7	39	6	8	12	4	69	90	51	141
50.	10	6	7	10	33	7	7	16	7	70	102	55	157
51.	13	6	7	5	31	6	8	17	8	70	90	55	145
52.	14	6	6	10	36	6	8	14	8	72	90	58	148
53.	12	7	10	8	37	7	6	14	9	73	92	56	148
54.	15	6	8	10	39	5	5	14	8	71	94	53	148
55.	12	7	8	11	34	7	6	13	7	71	94	55	149
56.	14	7	10	3	34	6	8	14	8	70	97	50	147
57.	15	7	8	6	36	6	7	12	8	69	93	57	150
58.	14	7	8	2	31	6	8	15	9	69	89	57	146
59.	15	4	7	10	36	5	8	14	7	70	87	60	147
60.	13	7	7	7	34	5	6	16	6	67	84	51	135
61.	13	6	8	9	36	6	8	13	8	71	88	59	147
62.	14	5	10	6	35	6	8	14	4	61	84	55	139
63.	15	6	9	4	34	6	6	17	3	66	87	53	140
64.	10	5	7	9	31	7	7	15	8	68	95	49	134
65.	15	6	10	5	36	5	8	14	7	70	84	59	143
66.	15	7	10	7	39	5	6	11	8	69	86	57	143
67.	15	1	10	4	30	7	8	18	3	66	81	58	139
68.	8	3	10	8	39	5	6	17	8	65	87	56	143
69.	12	6	10	8	36	6	8	10	8	68	93	50	143
70.	12	5	14	4	25	6	8	16	9	64	76	59	135
71.	13	1	6	11	31	4	5	17	9	66	91	56	147
72.	12	6	9	6	33	6	8	17	2	66	82	62	144
73.	15	6	11	9	41	6	8	12	6	73	89	58	147
74.	13	7	8	7	35	6	8	9	6	64	81	52	133
75.	13	1	6	14	34	6	8	11	8	67	94	51	145
76.	9	2	9	12	32	5	0	12	9	58	85	46	131
77.	11	4	6	12	33	6	5	12	4	60	85	49	134
78.	14	6	7	3	30	6	8	8	9	61	83	55	138
79.	9	5	8	4	26	6	8	12	5	57	74	52	126
80.	13	6	9	8	36	3	7	8	4	58	78	54	132
81.	14	5	3	3	25	7	8	14	4	58	87	52	139
82.	15	5	4	7	31	5	5	11	9	61	89	53	142

No.	I	II	III	IV	V	VI	VII	VIII	IX	TOTAL	I	II	TOTAL
83.	10	5	7	6	28	6	8	5	3	60	85	51	136
84.	15	6	9	0	30	5	8	7	6	56	80	50	130
85.	11	6	5	7	29	7	8	12	0	56	81	53	134
86.	13	5	5	9	32	6	7	11	0	56	80	47	127
87.	11	4	6	7	28	5	8	16	2	59	89	46	135
88.	10	4	11	3	28	6	8	11	5	58	82	56	138
89.	15	5	6	6	32	7	7	9	2	57	84	46	130
90.	14	2	5	2	23	6	8	9	8	54	75	56	131
91.	8	6	4	5	23	6	7	12	4	52	78	52	130
92.	14	0	4	4	22	4	8	9	9	52	88	39	127
93.	14	4	8	0	26	6	8	9	2	51	74	54	128
94.	10	3	7	5	25	6	8	7	3	49	70	58	128
95.	10	1	6	1	18	6	8	12	7	41	74	42	116
96.	12	5	6	3	26	6	3	10	2	47	76	47	123
97.	6	5	2	5	18	6	5	12	0	41	64	51	115
98.	6	4	5	7	22	4	4	11	0	41	77	35	112
99.	9	3	2	8	22	3	7	7	0	39	71	41	112
100.	11	4	4	3	22	3	5	9	0	39	67	51	118

THE CONTEMPORARY SCHOOL READINESS TEST - FORM A

I = Test 1: Visual Discrimination

II = Test 3: Auditory Discrimination

III = Test 8: Listening Comprehension

IV = Test 10: Reading

V = Total Reading Score (Tests 1,3,8 and 10)

VI = Test 4: Science and Health

VII = Test 5: Literature

VIII = Test 7: Numbers

IX = Test 9: Handwriting

THE METROPOLITAN ACHIEVEMENT TEST

I = Reading Total

II = Numbers Total

TABLE VII
CALCULATION RESULTS OF THE ITEM ANALYSIS COMPUTED ON THE
CONTEMPORARY SCHOOL READINESS TEST, JANUARY, 1965
(100 cases - 200 tests)

WRITING MY NAME TEST - Form A			WRITING MY NAME TEST - Form B		
Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	34	77	1.	34	77
2.	57	56	2.	54	58

<u>Form A</u> TEST 2: COLORS OF THE SPECTRUM			<u>Form B</u> TEST 2: COLORS OF THE SPECTRUM		
Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	34	77	1.	34	77
2.	44	71	2.	44	71

<u>Form A</u> TEST 3: SCIENCE, HEALTH & SO. STUDIES			<u>Form B</u> TEST 3: SCIENCE, HEALTH & SO. STUDIES		
Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	43	72	1.	21	76
2.	34	77	2.	30	70
3.	34	77	3.	21	76
4.	21	76	4.	32	46
5.	24	63	5.	34	77
6.	24	63	6.	45	51
7.	49	60	7.	24	49
8.	38	66	8.	21	66
9.	53	65	9.	50	59
10.	24	61	10.	51	67
11.	51	67	11.	21	59
12.	28	51	12.	34	22

TEST 3 (Continued)

Item	Discrimination	Difficulty
13.	21	62
14.	29	36
15.	22	14

TEST 3 (Continued)

Item	Discrimination	Difficulty
13.	54	64
14.	30	61
15.	23	49

Form A

TEST 4: NUMBERS

Item	Discrimination	Difficulty
1.	34	77
2.	30	70
3.	34	56
4.	23	53
5.	27	34
6.	46	61
7.	21	76
8.	44	71
9.	41	73
10.	53	65
11.	41	73
12.	38	66
13.	41	73
14.	54	64
15.	54	64
16.	34	77
17.	61	60
18.	50	67
19.	50	67
20.	63	59
21.	58	62

Form B

TEST 4: NUMBERS

Item	Discrimination	Difficulty
1.	35	76
2.	58	62
3.	37	66
4.	30	55
5.	54	51
6.	54	64
7.	80	53
8.	44	71
9.	53	65
10.	58	62
11.	22	86
12.	44	71
13.	41	73
14.	51	67
15.	47	69
16.	34	77
17.	47	69
18.	50	67
19.	52	66
20.	72	55
21.	62	60

Form A

TEST 5: HANDWRITING

Item	Discrimination	Difficulty
1.	53	65
2.	60	61
3.	63	59
4.	58	62
5.	51	67
6.	65	57
7.	70	57
8.	68	58

Form B

TEST 5: HANDWRITING

Item	Discrimination	Difficulty
1.	34	77
2.	50	67
3.	60	61
4.	47	69
5.	41	73
6.	62	60
7.	62	60
8.	58	62

Form ATEST 6: READING

Item	Discrimination	Difficulty
1.	50	67
2.	44	71
3.	58	62
4.	63	59
5.	43	72
6.	100	50
7.	58	62
8.	100	50
9.	100	50
10.	100	50

Form BTEST 6: READING

Item	Discrimination	Difficulty
1.	68	58
2.	34	77
3.	54	64
4.	41	73
5.	41	71
6.	92	49
7.	66	58
8.	54	64
9.	86	52
10.	89	51

Form ATEST 7: VISUAL DISCRIMINATION

Item	Discrimination	Difficulty
1.	34	77
2.	44	71
3.	34	77
4.	50	67
5.	44	71
6.	47	69
7.	50	67
8.	41	73
9.	58	62
10.	53	65
11.	32	68
12.	58	62
13.	51	67
14.	32	68
15.	69	57

Form BTEST 7: VISUAL DISCRIMINATION

Item	Discrimination	Difficulty
1.	36	76
2.	21	76
3.	34	77
4.	41	73
5.	47	69
6.	24	63
7.	46	69
8.	34	77
9.	44	71
10.	68	58
11.	44	71
12.	32	68
13.	54	64
14.	41	69
15.	51	67

Form ATEST 8: AUDITORY DISCRIMINATION

Item	Discrimination	Difficulty
1.	40	64
2.	53	65
3.	44	71
4.	61	60
5.	51	67
6.	42	47
7.	34	77

Form BTEST 8: AUDITORY DISCRIMINATION

Item	Discrimination	Difficulty
1.	42	55
2.	42	55
3.	54	64
4.	53	65
5.	43	63
6.	22	14
7.	34	68

Form A

TEST 9: LISTENING COMPREHENSION

Item	Discrimination	Difficulty
1.	56	54
2.	62	60
3.	43	72
4.	22	68
5.	53	65
6.	54	58
7.	54	64
8.	44	71
9.	34	77
10.	51	67
11.	36	76
12.	35	77
13.	46	44
14.	31	59
15.	56	50

Form B

TEST 9: LISTENING COMPREHENSION

Item	Discrimination	Difficulty
1.	47	69
2.	44	71
3.	44	71
4.	44	71
5.	34	77
6.	49	32
7.	47	69
8.	34	77
9.	46	47
10.	28	58
11.	34	68
12.	41	73
13.	47	69
14.	30	70
15.	51	67

TABLE IX

ITEM ANALYSIS SCORES FOR THE FINAL FORM OF THE
CONTEMPORARY SCHOOL READINESS TEST, SEPTEMBER, 1965

<u>Form A</u> TEST 1: WRITING MY NAME TEST			<u>Form B</u> TEST 1: WRITING MY NAME TEST		
Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	34	77	1.	34	77
2.	57	56	2.	54	58
Total	91	133		88	135

<u>Form A</u> TEST 2: COLORS OF THE SPECTRUM			<u>Form B</u> TEST 2: COLORS OF THE SPECTRUM		
Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	34	77	1.	34	77
2.	44	71	2.	44	71
Total	78	148		78	148

<u>Form A</u> TEST 3: SCIENCE, HEALTH & SO. STUDIES			<u>Form B</u> TEST 3: SCIENCE, HEALTH & SO. STUDIES		
Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	34	77	1.	34	77
2.	34	77	2.	21	76
3.	21	76	3.	21	76
4.	43	72	4.	30	70

TEST 3: (Continued)

Item	Discrimination	Difficulty
5.	51	67
6.	38	66
7.	53	65
8.	24	63
9.	24	63
10.	21	62
11.	24	61
12.	49	60
13.	28	51
14.	29	36
15.	22	14
Total	495	910

TEST 3: (Continued)

Item	Discrimination	Difficulty
5.	51	67
6.	21	66
7.	54	64
8.	30	61
9.	50	59
10.	21	59
11.	45	51
12.	24	49
13.	23	49
14.	32	46
15.	34	22
	491	892

Form A
TEST 4: NUMBERS

Item	Discrimination	Difficulty
1.	34	77
2.	30	70
3.	34	56
4.	23	53
5.	27	34
6.	46	61
7.	21	76
8.	44	71
9.	41	73
10.	53	65
11.	41	73
12.	38	66
13.	41	73
14.	54	64
15.	54	64
16.	34	77
17.	61	60
18.	50	67
19.	50	67
20.	63	59
21.	58	62
Total	897	1368

Form B
TEST 4: NUMBERS

Item	Discrimination	Difficulty
1.	35	76
2.	58	62
3.	37	66
4.	30	55
5.	54	51
6.	54	64
7.	80	53
8.	44	71
9.	53	65
10.	58	62
11.	22	86
12.	44	71
13.	41	73
14.	51	67
15.	47	69
16.	34	77
17.	47	69
18.	50	67
19.	52	66
20.	72	55
21.	62	60
	1025	1385

Form A
TEST 5: HANDWRITING

Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	53	65	1.	34	77
2.	60	61	2.	50	67
3.	63	59	3.	60	61
4.	58	62	4.	47	69
5.	51	67	5.	41	73
6.	65	57	6.	62	60
7.	70	57	7.	62	60
8.	68	58	8.	58	62
Total	488	486		414	529

Form B
TEST 5: HANDWRITING

Form A
TEST 6: READING

Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	50	67	1.	68	58
2.	44	71	2.	34	77
3.	58	62	3.	54	64
4.	63	59	4.	41	73
5.	43	72	5.	41	71
6.	100	50	6.	92	49
7.	58	62	7.	66	58
8.	100	50	8.	54	64
9.	100	50	9.	86	52
10.	100	50	10.	89	51
Total	716	593		625	617

Form B
TEST 6: READING

Form A
TEST 7: VISUAL DISCRIMINATION

Item	Discrimination	Difficulty	Item	Discrimination	Difficulty
1.	34	77	1.	34	77
2.	34	77	2.	36	76
3.	44	71	3.	21	76
4.	44	71	4.	41	73

Form B
TEST 7: VISUAL DISCRIMINATION

TEST 7: (Continued)

Item	Discrimination	Difficulty
5.	47	69
6.	50	67
7.	50	67
8.	41	73
9.	58	62
10.	53	65
11.	32	68
12.	58	62
13.	51	67
14.	32	68
15.	69	57
Total	697	1021

TEST 7: (Continued)

Item	Discrimination	Difficulty
5.	47	69
6.	46	69
7.	24	63
8.	34	77
9.	44	71
10.	68	58
11.	44	71
12.	32	68
13.	54	64
14.	47	69
15.	51	67
Total	623	1048

Form A

TEST 8: AUDITORY DISCRIMINATION

Item	Discrimination	Difficulty
1.	34	77
2.	44	71
3.	51	67
4.	53	65
5.	40	64
6.	61	60
7.	42	47
Total	325	451

Form B

TEST 8: AUDITORY DISCRIMINATION

Item	Discrimination	Difficulty
1.	34	68
2.	53	65
3.	54	64
4.	43	63
5.	42	55
6.	42	55
7.	22	14
Total	390	384

Form A

TEST 9: LISTENING COMPREHENSION

Item	Discrimination	Difficulty
1.	76	54
2.	62	60
3.	43	72
4.	22	68
5.	53	65

Form B

TEST 9: LISTENING COMPREHENSION

Item	Discrimination	Difficulty
1.	47	69
2.	44	71
3.	44	71
4.	44	71
5.	34	77

TEST 9: (Continued)

Item	Discrimination	Difficulty
6.	54	58
7.	54	64
8.	44	71
9.	34	77
10.	51	67
11.	36	76
12.	35	77
13.	46	44
14.	31	59
15.	56	50
Total	697	962

TEST 9: (Continued)

Item	Discrimination	Difficulty
6.	49	32
7.	47	69
8.	34	77
9.	46	47
10.	28	58
11.	34	68
12.	41	73
13.	47	69
14.	30	70
15.	51	67
	620	989

Form A

Total Discrimination	4484
Total Difficulty	6072
Average Discrimination Per Item	47
Average Difficulty Per Item	64

Form B

4354
6107
45
64

TABLE X
THE FINAL FORM OF THE
CONTEMPORARY SCHOOL READINESS TEST
SCORES USED FOR THE PERCENTILE NORMS
(265 Cases)

No.	Form	I	II	III	IV	V	VI	VII	VIII	IX	X	TOTAL
1.	A	2	2	15	21	8	15	15	7	14	51	99
2.	A	2	2	13	21	7	15	15	7	15	52	97
3.	B	2	2	13	21	8	15	15	6	15	52	97
4.	A	1	2	14	21	8	15	15	7	14	51	97
5.	A	2	2	13	21	7	15	15	7	14	51	96
6.	A	1	2	13	20	8	15	14	7	15	51	95
7.	A	1	2	12	20	8	15	15	7	15	52	95
8.	A	2	2	13	20	8	15	14	7	14	50	95
9.	A	1	2	14	21	8	15	15	7	11	48	94
10.	A	1	2	13	19	8	15	14	7	15	51	94
11.	A	1	2	13	20	8	15	14	6	15	50	94
12.	A	2	2	13	20	6	15	15	7	14	51	94
13.	A	1	2	13	20	8	15	14	6	15	50	94
14.	A	2	2	12	20	8	15	15	6	13	49	93
15.	B	2	2	13	19	8	15	15	7	12	49	93
16.	A	1	2	13	19	8	15	14	7	15	51	93
17.	A	2	2	12	20	8	13	15	6	15	49	93
18.	A	2	2	14	19	8	15	12	7	14	48	93
19.	B	1	2	13	17	8	15	15	7	15	52	93
20.	A	2	2	13	19	7	15	14	7	14	50	93
21.	A	2	2	11	19	8	15	15	5	15	50	92
22.	B	1	2	14	20	8	13	15	6	13	47	92
23.	B	2	2	12	19	8	15	14	7	13	49	92
24.	B	2	2	15	20	8	12	15	4	14	45	92
25.	A	2	2	12	19	8	15	14	7	13	49	92
26.	A	2	2	14	18	8	15	15	3	15	48	92
27.	A	1	2	14	20	5	15	15	7	13	50	92
28.	A	1	2	15	20	8	15	14	5	12	46	92
29.	A	1	2	15	17	7	15	14	7	14	50	92
30.	A	1	2	11	19	8	15	13	7	15	50	91
31.	A	1	2	14	18	8	15	14	6	13	48	91
32.	A	1	2	12	19	8	13	14	7	15	49	91
33.	A	2	2	12	20	7	12	15	7	14	48	91

No.	Form	I	II	III	IV	V	VI	VII	VIII	IX	X	TOTAL
34.	A	2	2	12	20	8	15	15	7	10	47	91
35.	A	1	2	12	20	8	15	14	7	11	47	90
36.	A	1	2	10	19	8	15	15	6	14	50	90
37.	B	2	2	14	17	8	11	15	7	14	47	90
38.	A	1	2	14	20	8	13	12	6	14	45	90
39.	A	2	2	9	19	8	15	14	6	15	50	90
40.	B	2	2	11	19	8	13	13	7	15	48	90
41.	B	2	2	14	17	8	11	15	7	13	46	89
42.	A	1	2	14	15	7	13	15	7	15	50	89
43.	A	2	2	12	19	8	15	15	3	13	47	89
44.	A	1	2	8	21	7	15	13	7	15	50	89
45.	A	1	2	12	16	7	15	15	7	14	51	89
46.	B	1	2	14	17	8	11	13	8	15	47	89
47.	B	0	2	12	15	8	13	16	8	14	51	88
48.	A	0	2	14	15	7	13	15	7	15	50	88
49.	A	2	2	12	19	7	12	15	6	13	46	88
50.	B	1	2	13	18	8	13	14	7	12	46	88
51.	B	1	2	13	17	7	15	13	7	13	48	88
52.	A	1	2	9	20	8	15	15	4	14	48	88
53.	A	2	2	9	21	8	13	12	7	14	46	88
54.	A	1	2	11	20	8	11	15	7	13	46	88
55.	A	2	2	11	18	8	12	15	6	14	47	88
56.	A	1	1	12	19	4	15	15	6	12	48	88
57.	A	1	2	11	19	7	15	13	7	13	48	88
58.	B	1	2	10	20	8	15	15	6	10	46	87
59.	A	2	2	11	14	8	15	13	7	15	50	87
60.	A	1	2	13	19	8	14	10	7	13	44	87
61.	A	2	2	12	18	8	10	15	7	13	45	87
62.	A	2	2	11	19	8	11	13	7	14	45	87
63.	B	0	2	11	21	8	10	13	7	15	45	87
64.	B	1	2	9	16	8	15	16	8	12	51	87
65.	A	2	2	14	19	8	10	14	6	11	41	86
66.	A	1	2	11	19	8	15	14	3	13	45	86
67.	B	1	2	13	13	8	15	14	7	12	48	85
68.	B	2	2	11	20	8	9	14	7	12	42	85
69.	B	2	2	10	18	8	11	15	7	12	45	85
70.	B	2	2	11	16	8	13	15	5	13	46	85
71.	A	2	2	12	18	8	11	12	6	14	43	85
72.	A	2	2	12	17	7	13	15	6	11	45	85
73.	B	2	2	9	18	8	15	14	7	10	46	85
74.	A	2	2	13	19	7	9	11	6	15	41	84
75.	A	2	2	11	13	8	11	15	7	15	48	84
76.	A	1	2	12	17	8	15	13	2	14	44	84
77.	A	1	2	14	16	2	15	14	7	13	49	84
78.	B	1	1	14	16	8	9	15	7	13	44	84
79.	B	1	2	11	16	8	13	13	7	13	46	84
80.	A	2	2	13	15	8	11	14	7	11	43	83
81.	A	2	2	10	17	8	15	10	7	12	44	83
82.	A	2	2	10	19	8	15	10	4	13	42	83

No.	Form	I	II	III	IV	V	VI	VII	VIII	IX	X	TOTAL
83.	A	2	2	11	16	8	12	15	6	10	43	83
84.	A	0	2	11	18	8	9	15	6	14	44	83
85.	B	2	2	13	17	3	11	14	7	14	46	83
86.	B	2	2	9	17	8	15	14	4	12	45	83
87.	A	2	2	12	18	8	11	13	6	10	40	82
88.	A	1	2	12	18	8	9	13	6	13	41	82
89.	A	2	2	11	17	6	9	14	6	15	44	82
90.	A	1	2	9	18	8	11	13	5	15	44	82
91.	B	2	2	13	17	8	8	14	6	12	40	82
92.	B	1	2	12	13	8	11	16	6	13	46	82
93.	A	1	2	11	19	8	11	12	7	11	41	82
94.	A	1	2	12	18	8	8	15	7	11	41	82
95.	A	0	2	14	19	8	9	11	4	14	38	81
96.	A	1	2	11	18	8	15	14	7	15	51	81
97.	B	1	2	13	16	8	9	14	7	11	41	81
98.	B	2	2	7	19	8	15	12	1	9	43	81
99.	B	1	2	9	18	8	7	15	7	13	42	80
100.	A	1	2	15	12	7	13	10	6	14	43	80
101.	A	1	2	10	15	8	15	11	3	15	44	80
102.	B	1	2	11	16	8	10	15	4	13	42	80
103.	B	2	2	10	17	7	13	12	5	11	41	80
104.	B	1	2	12	17	7	15	12	6	8	41	80
105.	A	1	2	11	17	8	9	13	5	14	41	80
106.	B	0	2	13	16	8	7	14	6	13	40	79
107.	B	1	2	11	15	8	8	14	6	14	42	79
108.	B	1	2	10	16	8	15	11	5	11	42	79
109.	B	1	2	11	17	8	9	12	5	13	39	78
110.	A	1	2	10	18	8	6	13	6	14	39	78
111.	A	1	2	10	16	7	6	15	7	14	42	78
112.	B	0	2	10	12	8	11	14	8	13	46	78
113.	B	0	2	13	13	8	12	8	8	14	42	78
114.	A	2	2	12	17	8	5	15	3	14	37	78
115.	A	1	2	9	11	6	15	13	6	15	49	78
116.	A	0	2	11	15	8	9	13	7	12	41	77
117.	A	1	2	14	15	8	9	13	7	8	37	77
118.	A	1	2	12	12	8	9	15	6	12	42	77
119.	A	2	2	10	17	7	3	14	7	15	42	77
120.	A	1	2	11	19	6	15	14	6	13	48	77
121.	B	1	1	12	16	8	12	13	5	9	39	77
122.	B	1	1	13	17	8	5	15	6	11	37	77
123.	A	1	2	9	18	7	9	14	6	10	39	76
124.	A	1	2	15	17	7	9	12	2	11	34	76
125.	A	1	2	12	16	6	7	12	6	14	39	76
126.	B	2	2	13	13	5	9	12	6	14	41	76
127.	A	2	2	9	15	8	13	9	5	13	40	76
128.	A	2	2	10	14	8	15	12	3	10	40	76
129.	B	0	2	12	16	8	6	14	7	10	37	75
130.	A	2	2	10	18	8	5	13	7	10	35	75
131.	B	2	2	12	19	8	0	15	5	12	32	75

No.	Form	I	II	III	IV	V	VI	VII	VIII	IX	X	TOTAL
132.	B	1	2	13	17	7	11	8	7	9	35	75
133.	B	2	1	9	18	8	9	13	2	12	36	74
134.	A	1	2	6	18	4	6	10	4	13	33	74
135.	B	1	2	12	19	7	4	12	5	12	33	74
136.	B	0	2	13	17	7	8	14	5	8	35	74
137.	A	1	2	9	17	7	11	12	4	11	38	74
138.	A	1	2	9	18	6	9	13	5	11	38	74
139.	A	1	2	12	13	6	6	14	5	14	39	73
140.	A	2	2	8	17	8	10	9	5	12	36	73
141.	A	1	2	11	14	8	11	11	5	10	37	73
142.	B	1	2	8	5	8	7	14	6	12	39	73
143.	B	1	1	9	17	8	7	12	6	12	37	73
144.	B	1	1	8	17	8	11	13	5	9	38	73
145.	B	1	2	13	4	8	11	12	8	14	45	73
146.	B	1	2	11	15	8	10	14	5	6	35	72
147.	B	2	2	9	17	8	13	11	3	7	34	72
148.	B	1	2	10	16	8	6	13	4	12	35	72
149.	B	1	2	10	14	8	7	13	6	11	37	72
150.	A	1	2	10	17	8	3	15	7	9	34	72
151.	A	1	2	9	11	7	15	13	6	8	42	72
152.	B	2	2	9	20	8	1	12	7	11	31	72
153.	B	2	2	12	19	8	4	15	4	6	29	72
154.	B	1	2	14	11	8	6	15	7	15	43	71
155.	A	0	2	13	13	7	10	14	2	10	36	71
156.	B	1	2	13	12	8	6	15	7	15	43	71
157.	B	1	2	8	17	8	9	15	0	10	34	70
158.	A	2	2	8	14	8	8	15	3	10	36	70
159.	B	1	2	10	17	8	4	12	6	10	32	69
160.	B	1	2	13	13	8	4	13	5	10	32	69
161.	B	1	2	12	15	8	4	13	4	10	31	69
162.	B	2	2	12	15	8	6	11	1	11	29	68
163.	B	0	2	8	17	7	13	9	4	10	36	68
164.	B	1	2	11	10	8	11	10	4	11	36	68
165.	B	0	1	12	20	8	0	12	5	10	27	68
166.	B	0	2	8	9	8	8	14	6	13	41	68
167.	B	1	1	10	13	7	9	10	5	12	36	68
168.	B	1	2	11	16	7	4	10	6	10	30	67
169.	B	2	1	10	12	8	5	13	5	10	33	66
170.	B	2	2	7	14	8	9	10	4	10	33	66
171.	B	1	1	8	17	7	5	13	2	12	32	66
172.	B	2	2	8	9	8	7	14	4	12	37	66
173.	B	1	2	10	11	8	10	10	3	11	34	66
174.	B	1	2	12	14	8	7	10	1	11	29	66
175.	B	0	2	9	12	8	15	12	4	12	43	66
176.	B	0	2	13	13	8	5	9	5	10	29	65
177.	B	1	2	10	15	3	9	9	5	11	34	65
178.	B	2	2	13	13	8	2	12	3	10	27	65
179.	B	1	2	9	8	8	11	10	4	12	37	65
180.	B	1	1	8	16	8	1	14	5	10	30	64

No.	Form	I	II	III	IV	V	VI	VII	VIII	IX	X	TOTAL
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182.	A	1	2	8	18	6	9	7	5	8	29	64
183.	B	2	2	8	14	5	6	13	5	9	33	64
184.	A	1	2	13	14	8	8	7	0	11	26	64
185.	B	1	2	9	11	8	7	14	4	7	32	63
186.	B	1	2	12	8	8	5	14	7	6	32	63
187.	B	2	2	9	12	8	6	12	5	7	30	63
188.	B	2	2	9	12	6	11	9	8	10	38	63
189.	B	1	2	12	8	8	6	12	4	9	31	62
190.	B	0	2	4	15	8	13	12	2	6	33	62
191.	B	1	1	12	11	7	9	5	5	10	29	61
192.	B	1	1	10	13	8	9	8	1	10	28	61
193.	B	1	2	7	12	6	9	6	2	14	31	61
194.	A	1	2	14	7	2	7	13	1	14	35	61
195.	A	1	2	8	5	8	11	8	4	14	37	61
196.	B	1	2	11	6	8	11	14	3	13	41	61
197.	B	0	1	10	16	8	0	9	6	10	25	60
198.	B	1	2	8	19	8	1	11	3	7	22	60
199.	B	1	2	7	11	8	5	15	1	8	29	58
200.	B	1	2	10	12	7	9	5	1	11	26	58
201.	A	0	2	12	7	8	6	15	3	5	29	58
202.	B	1	2	6	11	8	6	9	2	13	30	58
203.	B	0	2	10	6	8	6	9	4	12	31	57
204.	B	0	2	9	11	8	4	13	5	4	26	57
205.	A	1	2	10	11	5	0	10	5	11	26	55
206.	A	1	2	10	11	6	5	7	4	9	25	55
207.	B	0	1	8	11	5	9	8	3	9	29	54
208.	B	0	2	12	6	4	13	6	5	6	30	54
209.	B	1	2	10	4	8	8	8	5	9	30	54
210.	B	2	2	8	6	7	7	8	6	8	29	54
211.	B	1	2	11	8	8	7	6	0	10	23	53
212.	A	1	2	5	16	7	2	11	3	6	22	53
213.	B	1	1	7	12	8	2	6	7	8	23	52
214.	A	0	2	8	5	6	8	8	6	9	31	52
215.	B	1	2	12	4	1	9	7	5	11	32	52
216.	B	1	1	6	13	7	3	10	3	6	22	52
217.	B	1	2	9	6	8	2	12	0	11	25	51
218.	B	1	2	1	4	8	5	10	3	6	24	50
219.	B	1	2	10	14	4	4	7	2	6	19	50
220.	B	1	1	8	9	8	0	1	6	10	23	50
221.	A	0	2	12	11	6	3	8	2	6	19	50
222.	B	1	2	10	6	7	7	7	3	7	24	50
223.	B	0	1	11	7	8	2	13	2	5	22	49
224.	B	1	2	9	10	4	0	8	5	11	23	49
225.	A	1	2	9	6	4	6	9	5	7	27	49
226.	B	1	2	7	5	8	8	9	0	9	26	49
227.	A	1	2	9	7	7	4	9	4	5	22	48
228.	B	1	2	10	6	7	4	10	2	6	22	48
229.	B	1	2	9	9	5	9	1	5	6	21	47

No.	Form	I	II	III	IV	V	VI	VII	VIII	IX	X	TOTAL
230.	B	0	1	9	9	2	1	8	8	11	28	47
231.	B	0	2	6	7	8	4	10	1	8	23	46
232.	B	1	2	6	7	4	3	7	6	9	25	45
233.	A	0	2	9	11	2	3	7	4	7	21	45
234.	B	2	2	10	3	6	4	4	6	4	18	45
235.	A	1	2	8	4	7	0	13	4	5	22	44
236.	B	0	2	8	5	8	6	5	2	8	21	44
237.	B	0	0	10	13	0	0	6	4	11	21	44
238.	B	1	1	8	7	5	5	8	3	4	20	42
239.	B	0	1	8	3	5	4	3	3	13	23	40
240.	B	0	2	9	8	8	4	0	1	7	12	39
241.	B	0	0	8	5	5	5	7	2	7	2	39
242.	A	1	2	4	3	5	0	11	3	10	24	39
243.	B	1	1	8	2	6	0	9	2	9	20	38
244.	B	0	2	5	2	8	3	6	3	9	21	38
245.	A	0	2	7	6	3	3	9	2	5	19	37
246.	A	1	1	8	3	8	4	5	0	7	16	37
247.	A	1	2	2	3	7	2	10	0	8	20	35
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258.	B	0	0	1	1	2	0	2	1	6	9	13
259.	B	0	0	2	2	2	0	2	0	3	5	11
260.	A	0	0	1	3	1	2	1	2	1	6	11
261.	B	0	2	4	3	-	9	6	4	12	28	31
262.	B	2	2	8	3	6	3	3	6	9	21	43
263.	A	0	2	7	8	1	0	9	5	11	25	43
264.	A	0	2	7	8	1	0	9	5	11	25	43
265.	B	0	0	1	2	1	0	2	0	1	3	7

I = WRITING MY NAME TEST

VI = READING

II = COLORS OF THE SPECTRUM

VII = VISUAL DISCRIMINATION

III = SCIENCE, HEALTH &
SOCIAL STUDIES

VIII = AUDITORY DISCRIMINATION

IV = NUMBERS

IX = LISTENING COMPREHENSION

V = HANDWRITING

X = TOTAL READING SCORE

TABLE XI
CENTILE NORMS

25.					
Raw Score	Centile	Raw Score	Centile	Raw Score	Centile
100	99+	67	37	34	5
99	99+	66	36	33	5
98	99+	65	33	32	5
97	99	64	32	31	4
96	98	63	30	30	4
95	98	62	28	29	4
94	96	61	27	28	3
93	95	60	25	27	3
92	91	59	25	26	3
91	89	58	24	25	3
90	87	57	23	24	3
89	84	56	23	23	3
88	83	55	22	22	2
87	78	54	21	21	2
86	76	53	20	20	2
85	75	52	19	19	2
84	73	51	18	18	2
83	70	50	17	17	2
82	67	49	15	16	2
81	64	48	14	15	2
80	63	47	13	14	1
79	60	46	12	13	1
78	59	45	12	12	1
77	56	44	11	11	1
76	53	43	10	10	
75	51	42	9	9	
74	50	41	9	8	
73	47	40	8	7	
72	45	39	8	6	
71	42	38	7	5	
70	41	37	6	4	
69	40	36	6	3	
68	39	35	5	2	

TABLE XII
LEVEL OF SCHOOL READINESS

Letter Rating	Centile Limits	Status
A	99 - 100	Superior - Should begin to read right away. Should produce excellent work.
B	83 - 96	Very Good - Should be able to master first grade material with considerable ease and speed.
C+	68 - 78	High Average - Should be able to produce satisfactory work.
C	33 - 67	Average - Likely to succeed in first grade work.
C-	17 - 32	Low Average - Learning can be accomplished but the child should not be pushed.
D	4 - 16	Below Average - Likely to have difficulty in mastering first grade material.
F	1 - 3	Failure - The child is not ready for school. Further kindergarten work is essential.

TABLE XIII

SUMMARY OF ADMINISTRATION AND STANDARDIZATION OF THE
CONTEMPORARY SCHOOL READINESS TEST

1961 - 1966

Procedure	Date	No. of Tests Administered	Results
Initial form of the test containing over 300 items and 15 sub-tests given to children in 8 classrooms in Montana, Washington and Idaho	September, 1961	302	Administration difficulties noted Range of raw scores from 201 to 62, median score 159
Item analysis computed for each test item	October, 1961		Discrimination and Difficulty scores for each item
<u>California Test of Mental Maturity</u> given to the children that were tested in September, 1961	January, 1962	302	Results not used
<u>Metropolitan Achievement Test</u> given to the children that were tested in September, 1961	May, 1962	302	Results not used
Revised Form A and Form B of the test given to children in eight classrooms in Montana, 112 items each and 10 sub-tests	September, 1963	604	Test reliability, $+.8864$
Item analysis computed for each test item	October, 1963		Discrimination and Difficulty scores for each item
Third revision of the test, Form A and Form B given in four classrooms, 100 items 9 sub-tests	January, 1964		Test reliability, $+.9605$ Test validity, $+.8704$

Procedure	Date	No. of Tests Administered	Results
Metropolitan Achievement Test given to 100 of the children that were given the test in September, 1963	May, 1964	100	Internal validity, Visual Discrimination +.457 Auditory Discrimination +.634 Listening Comprehension +.671 Reading, +.602 Science, Health & So. Studies, +.812 Literature, +.280 Numbers, +.699 Handwriting, +.702
Item analysis on each test item	February, 1964		Discrimination and Difficulty scores for each item
Fourth revision of test, Form A and Form B given in four classrooms, 9 sub-tests 100 points	January, 1965	200	Reliability of the test, +.97
Item analysis computed for each test item	February, 1965		Discrimination and Difficulty scores for each item
Administration of <u>Metropolitan Achievement Test</u> to 65 children that were given the test in January 1965	May, 1965	65	Validity of the test, Total scores +.9036 Reading +.8264 Numbers +.5962
Administration of the final form A and B of the test to children in nine classrooms in Montana, Idaho and Washington.	September, 1965	265	Norms set up for the test using percentile ranks and letter ratings Letter ratings computed in relation to the normal curve
		Total number of tests given 2,340	Final scores Reliability +.97 Validity +.90 Discrimination of test items scores range from 21 to 100 Difficulty of test items scores range from 14 to 77

APPENDIX B

THE CONTEMPORARY SCHOOL READINESS TEST

CHECKLIST

1963

THE CONTEMPORARY SCHOOL READINESS TEST

Readiness Check List

The Check List Appeared in the First Three Forms of the Test

1. Mental and Physical Development

Does the child have reasonably sound
physically development? _____

Does the child have good speech? _____

Can the child sustain attention? _____

2. Emotional and Social Habits

Adjusts well to his peers? _____

Shares willingly? _____

Practices self control? _____

Does he have the ability to come
before the class and tell his
personal experiences? _____

3. Habits and Attitudes

Does he want to read? _____

Left-right pattern established? _____

Finishes tasks begun? _____

THE CONTEMPORARY SCHOOL

READINESS TEST

GIVEN 1963

The Contemporary School Readiness Test

Form

A

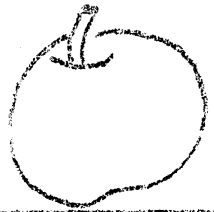
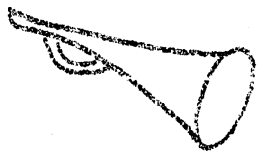
By: Clara Theresa Elbert M.A.

For Group Use

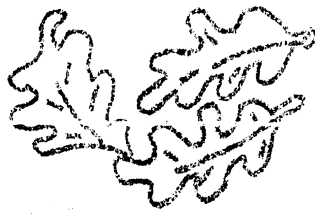
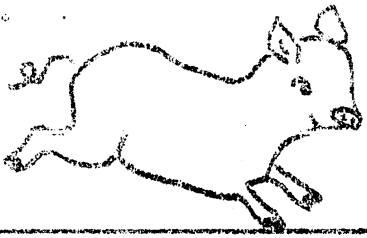


I Can Write My Name

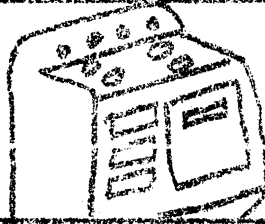
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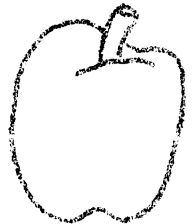
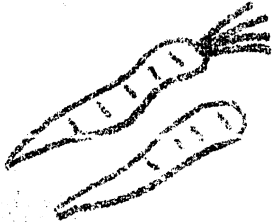
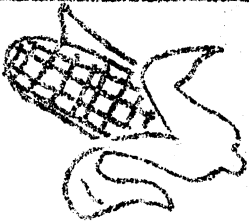
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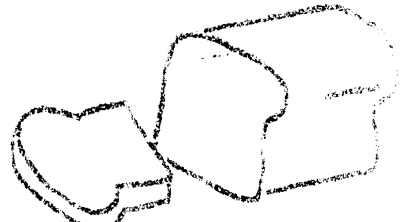
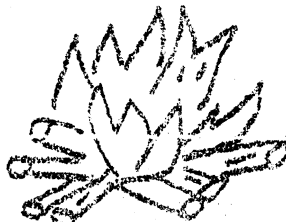
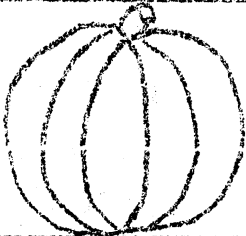
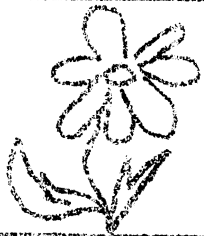
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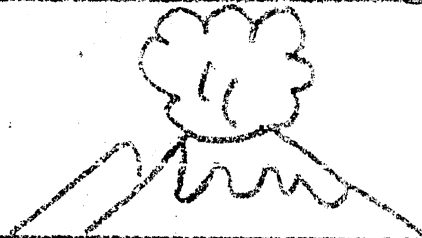
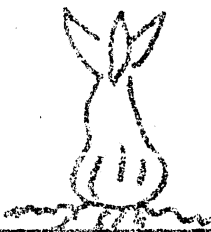
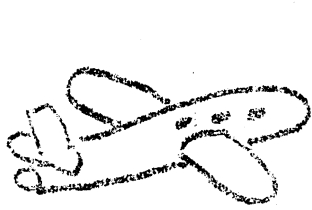
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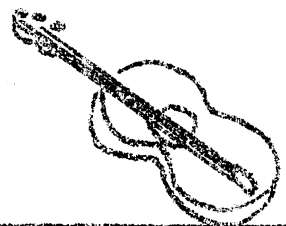
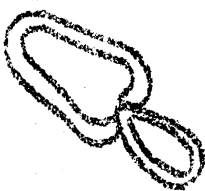
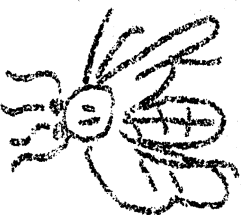
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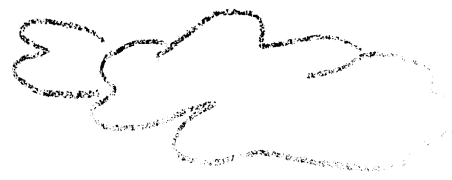
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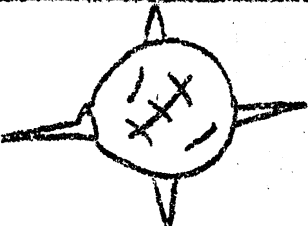
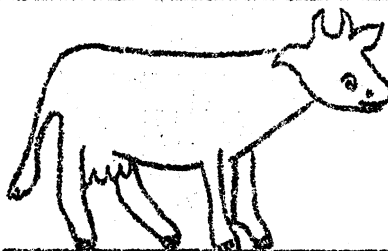
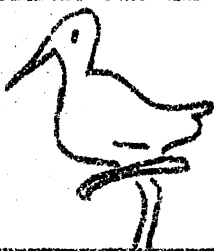
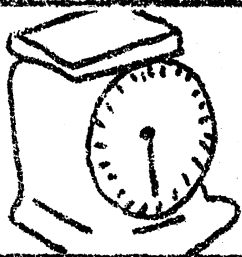
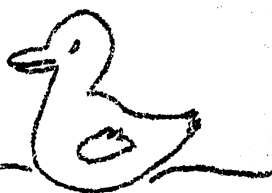
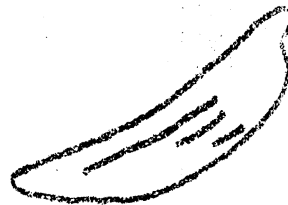
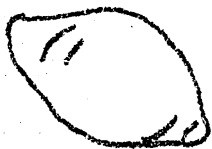
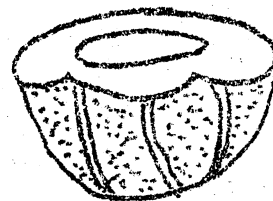
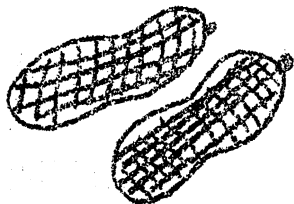
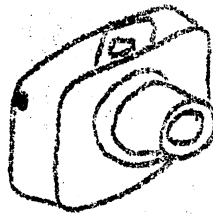
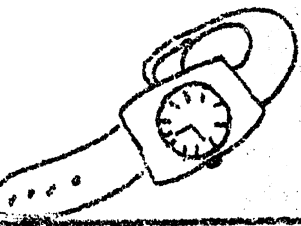
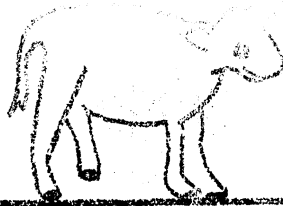


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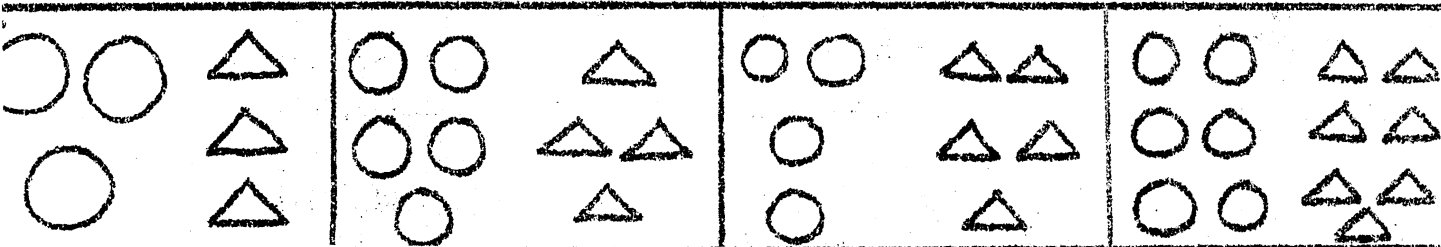
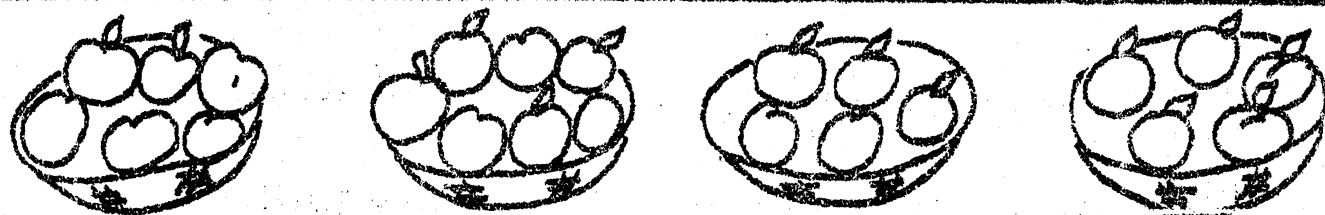
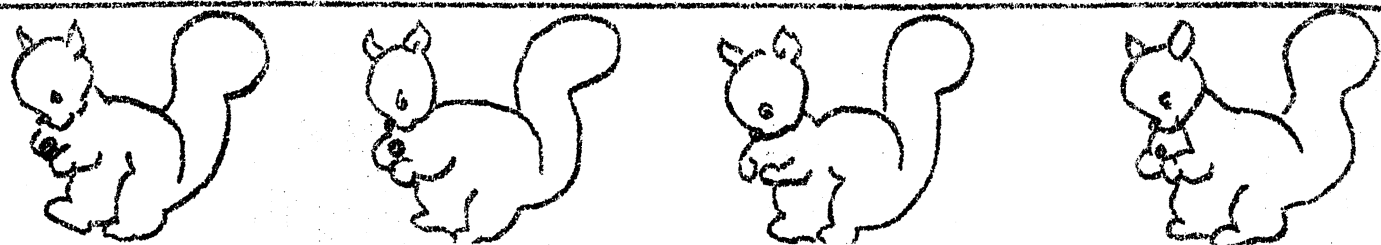


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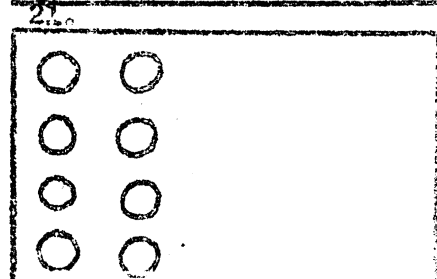
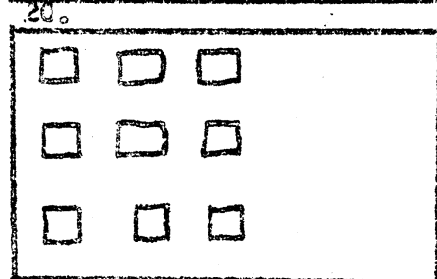
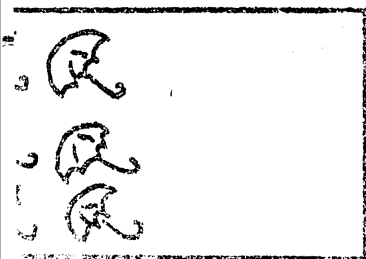
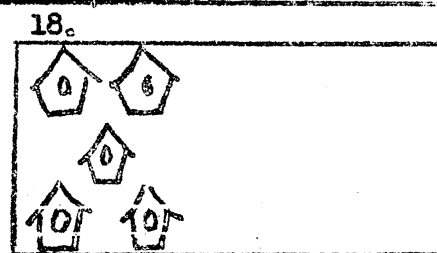
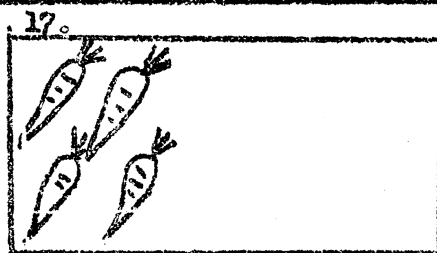
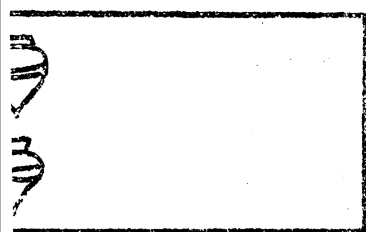
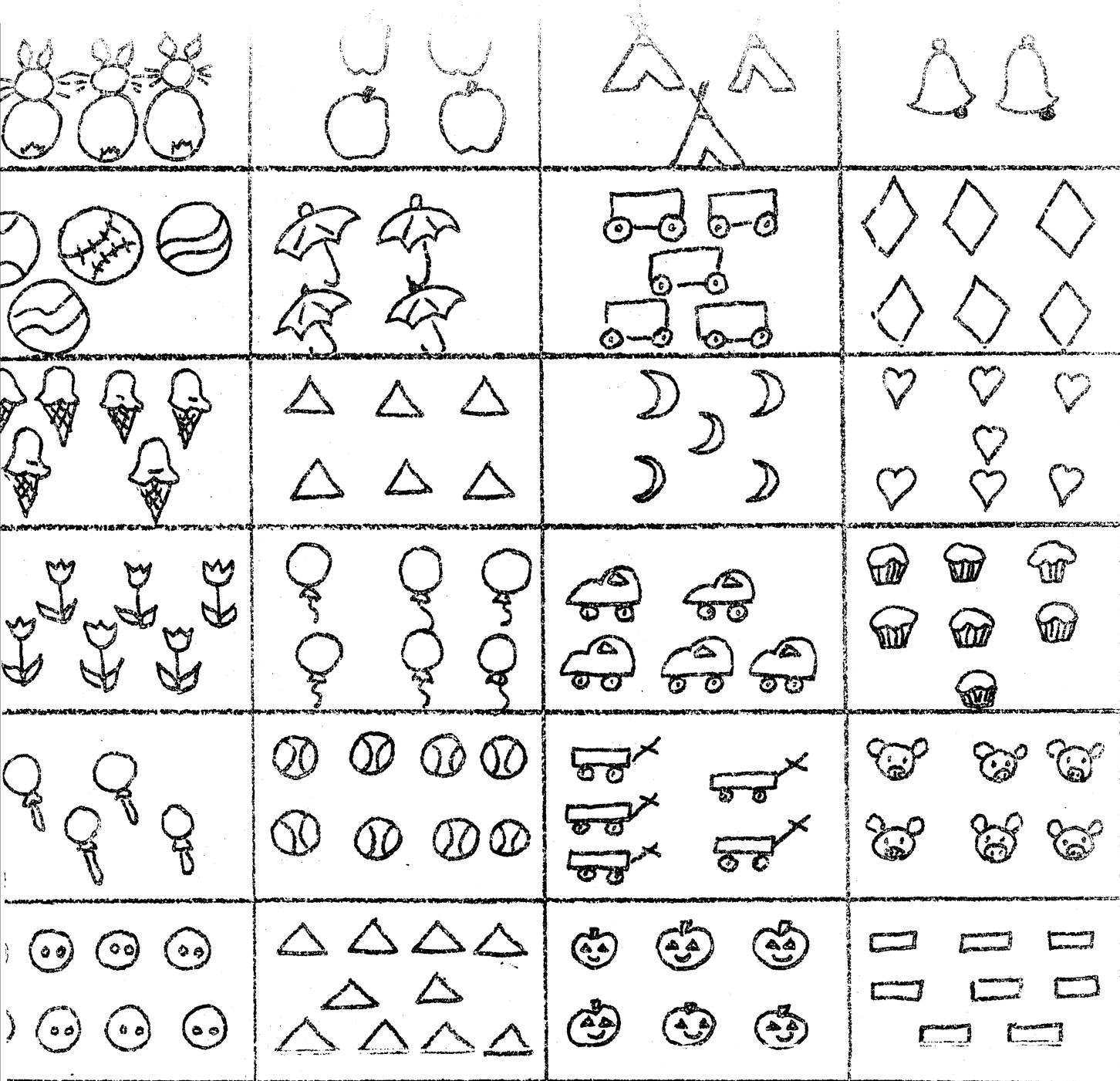
Total _____

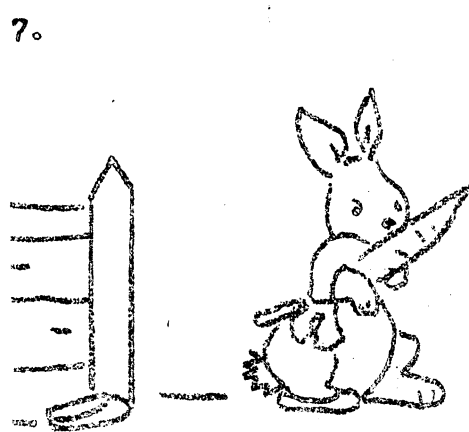
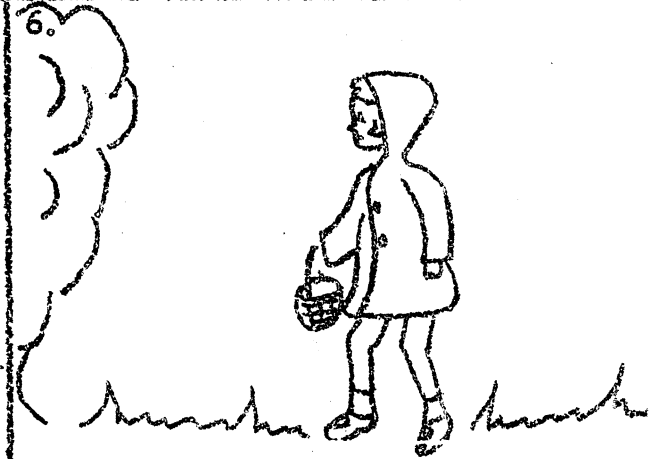
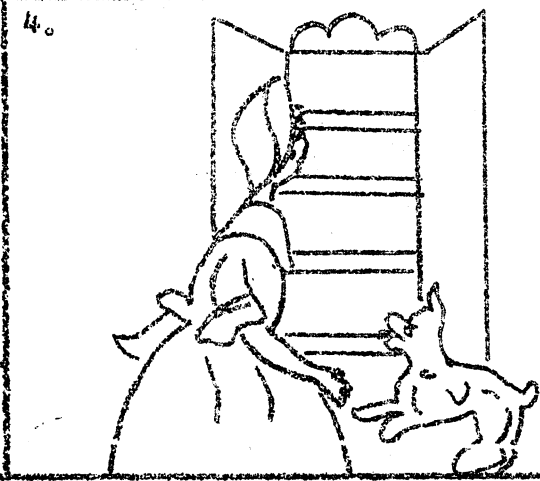
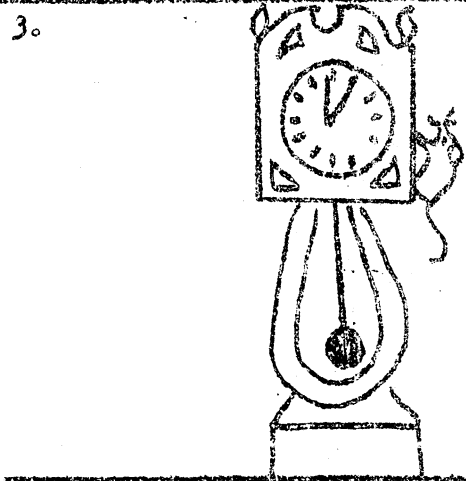
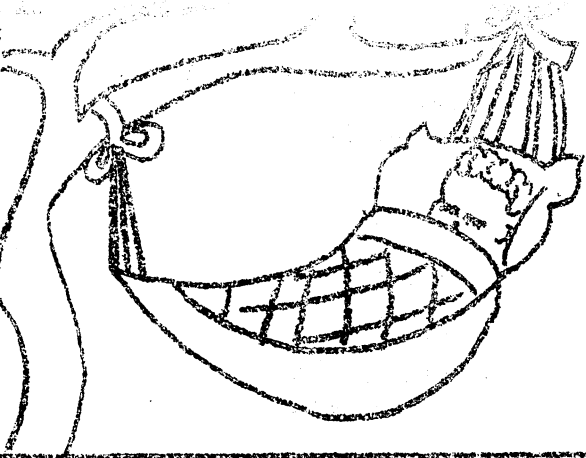


9.

10.

1 2 4 6 7 9 10





b e g k

s w y f

Possible Score 8

Number Correct _____

Test 5A Reading

Reading in Context
(1 point each)

Billy _____
catches _____
the _____
brown _____
ball _____

Total _____

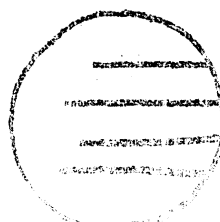
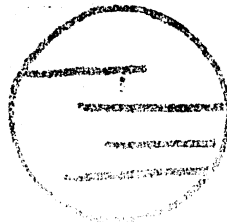
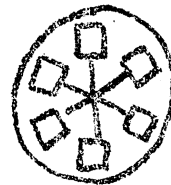
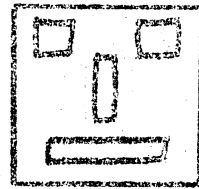
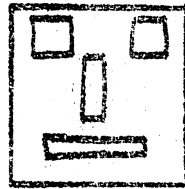
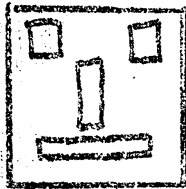
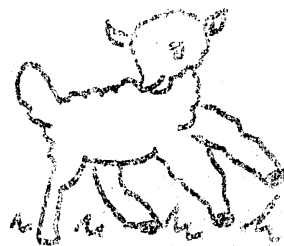
Isolated Word Recognition
(2 points each)

1. the _____
2. Billy _____
3. ball _____
4. catches _____
5. brown _____

Total _____

Complete Score _____

ple



E

F

E

E

29

29

29

92

106

106

109

106

Streck

Street

Street

Street

Animal

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Angles

Animal

top

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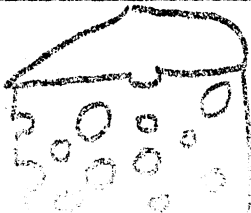
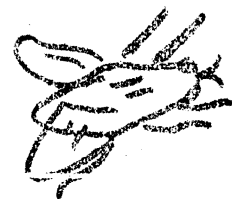
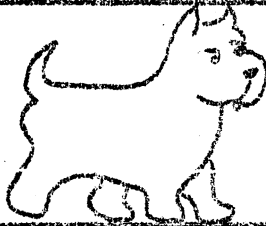
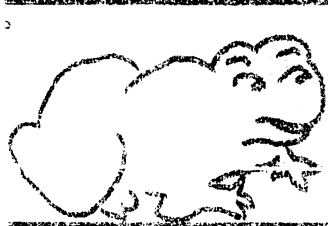
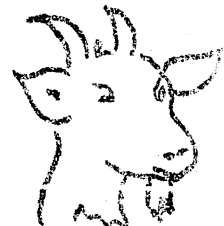
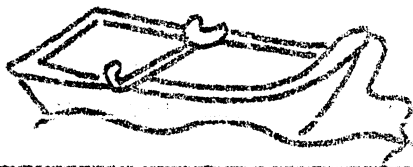
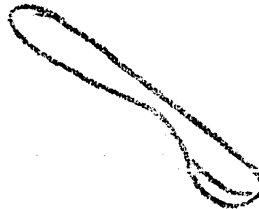
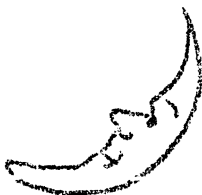
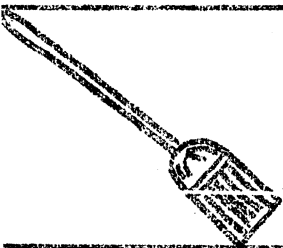
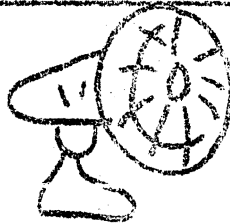
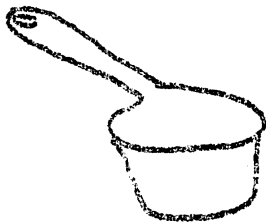
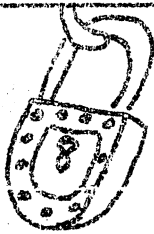
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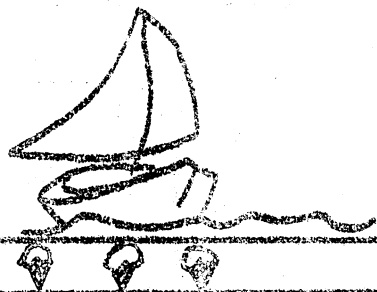
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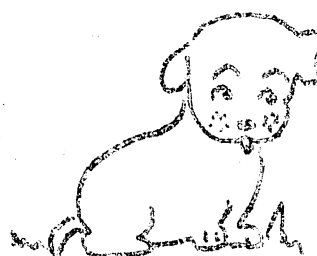
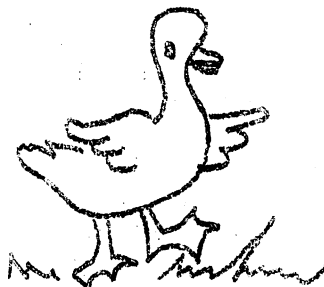
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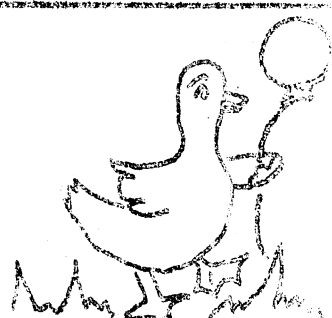
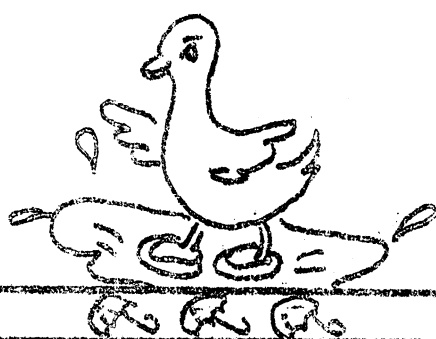
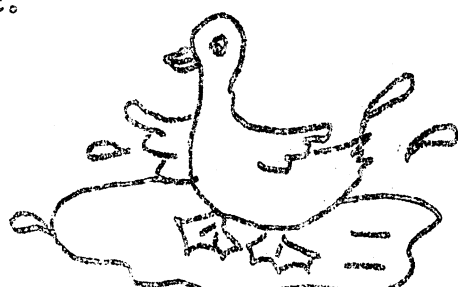
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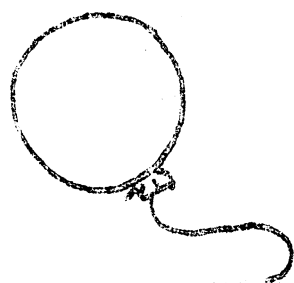
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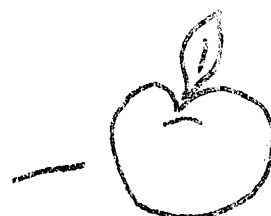
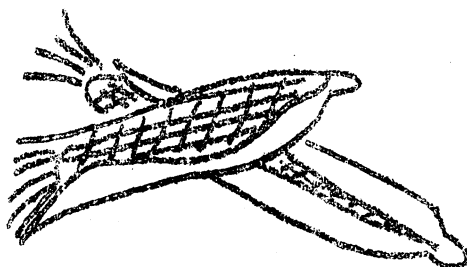
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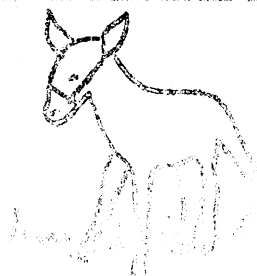
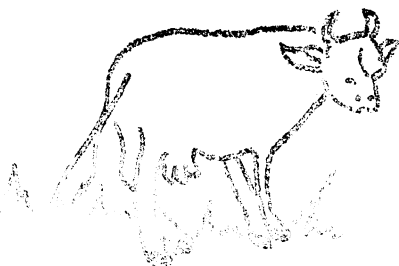
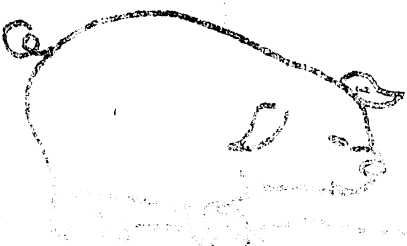
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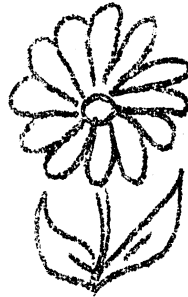
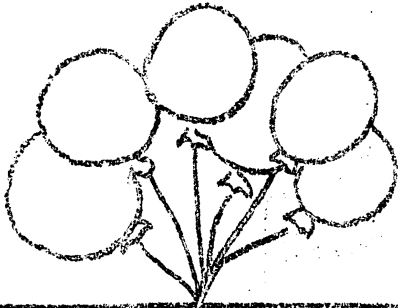
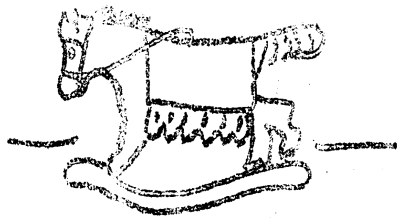


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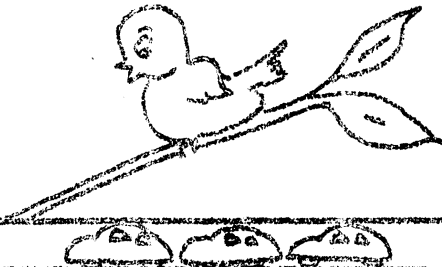


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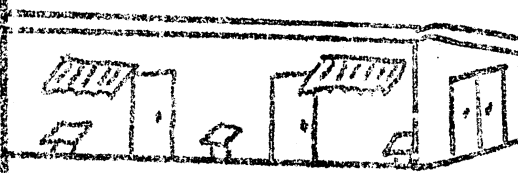
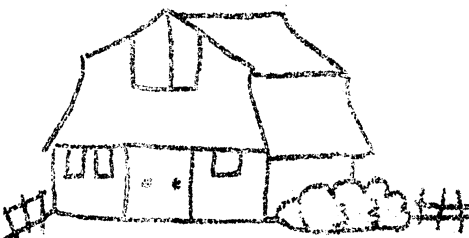




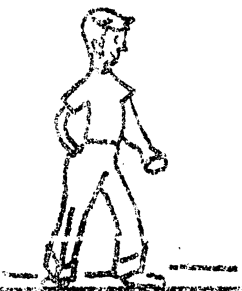
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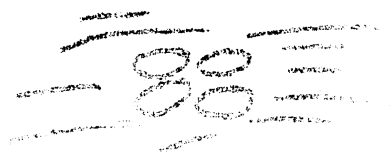
9.



10.



11.



Date of Testing _____
Day Month Year

Teacher _____

Date of Birth _____
Day Month Year

School _____

Child's Age _____
Years Months

City _____ State _____

Number of Months in Kindergarten _____

Results

1. Science, Health and Social Studies _____

2. Numbers _____

3. Literature _____

4. Handwriting _____

5. Reading _____

6. Visual Discrimination _____

7. Auditory Discrimination _____

8. Listening Comprehension _____

TOTAL READING SCORE
(Tests 5,6,7 & 8) _____

Total School Readiness _____

Reading Test

Rating

Writing My Name Test

Rating

Readiness Check List

Marking Code
Above Average = A
Average = C
Below Average = D

1. Mental and Physical Development

Does the child have reasonably sound physical development? _____

Does the child have good speech? _____

Can the child sustain attention? _____

2. Emotional and Social Habits

Adjusts to his peers? _____

Shares willingly? _____

Practices self control? _____

Does he have the ability to come before the class and tell his personal experiences? _____

3. Habits and Attitudes

Does he want to read? _____

Left-right pattern established? _____

Finishes tasks began? _____

THE CONTEMPORARY SCHOOL READINESS TEST

BY: Clara Theresa Elbert, M.A.

For Group Use

Form A

Introduction

Success in learning at any level depends upon the readiness that the student brings to the learning. The Contemporary School Readiness Test is designed primarily to predict the child's readiness for first grade learning. By the use of the composite score of the tests, children can be grouped early in their school life according to their ability. The teacher can then gear her teaching to meet the individual needs of her pupils.

Materials

Prior to beginning the test each child should have a test booklet, two pencils, an eraser and a box of at least eight color crayons. The examiner needs a test booklet for demonstration, the manual of directions, a copy of the story to be taught in test five and two sets of flash cards for the same test.

Directions for the tests

Before proceeding with the administration of the tests, the examiner should read carefully the following instructions and suggestions.

1. The examiner should fill in the information called for on the back page of the test booklet. She should do this in cursive writing rather than in manuscript. She may wish to fill in only the pupil's name before the booklets are passed out and record the other information after the test is completed.
2. Pupils should be seated in such a way that copying is not possible.

3. The test should be administered at the end of kindergarten or about the second week of the first grade.
4. Use the chalkboard freely to show the way pupils are to mark the pictures.
5. There are no time limits on the tests. Allow enough time so that most of the pupils are finished.
6. Accurate administration requires implicit following of instructions. The precise wording of directions has been worked out with care and any marked deviation may invalidate the results. All directions should be given slowly and distinctly in a clear, natural, pleasant voice. In giving the tests, the examiner should stand so that all of the pupils can see her and so that she can see each pupil as he works.
7. This is a group test designed to be given by the classroom teacher. Children should be tested in groups of fifteen unless the teacher can have the help of a teacher-helper. In such case the entire class can be tested together. The teacher-helper should study the directions manual in detail before administration of the tests.
8. The test does not provide an adequate prediction of success for the children that are repeating the first grade.
9. For best results the tests should be given in the morning of Tuesday, Wednesday or Thursday. The most satisfactory outcome has been secured when the tests are given on two different mornings. On one morning give tests 1, 2, 3, and 4. On the following morning give 5, 6, 7 and 8.

Specific Directions for Administration

The directions for the administrator will be in parenthesis. The

specific directions for the children will be in capitals. All of the directions that are in capitals are to be read out loud. The test has 100 points.

(After the test booklets are distributed, say to the children:)

WE ARE GOING TO WORK IN THESE BOOKLETS. WE DON'T EXPECT YOU TO KNOW ALL OF THE ANSWERS TO THE QUESTIONS. WE WILL ASK YOU ABOUT MANY THINGS THAT WE WILL TEACH YOU IN FIRST GRADE. DO AS WELL AS YOU CAN. YOU MUST LISTEN CAREFULLY AS I WILL TELL YOU WHAT TO DO ON EACH PAGE.

WRITING MY NAME TEST

SOME OF YOU KNOW HOW TO WRITE YOUR NAME AND SOME OF YOU DO NOT. WE WILL TEACH YOU HOW TO WRITE YOUR NAME IN THE FIRST GRADE BUT IF YOU ALREADY KNOW HOW TO WRITE YOUR NAME TAKE YOUR PENCIL AND WRITE YOUR NAME ON THE LINE BELOW THE LITTLE GIRL'S SHOES AT THE BOTTOM OF THE BOOKLET. (Demonstrate with your booklet.)

COLORS OF THE SPECTRUM

(This test is on the cover of the test booklet. The children will need a box of at least eight color crayons for this test.) WE ARE GOING TO COLOR THE BLOCKS THAT THE LITTLE GIRL IS PLAYING WITH. WE WILL START COLORING AT THE BOTTOM AND WILL WORK UP UNTIL WE FINISH COLORING THE LAST BLOCK ON THE TOP. FIRST, WE WILL COLOR THE BLOCK THAT IS CLOSEST TO THE FLOOR AND THAT IS RIGHT BY THE LITTLE GIRLS SHOE.

1. COLOR THE BOTTOM BLOCK BY THE LITTLE GIRL'S SHOE RED.
2. AFTER THE RED BLOCK, COLOR THE NEXT BLOCK BLUE.
3. AFTER THE BLUE BLOCK, COLOR THE NEXT BLOCK BROWN.
4. AFTER THE BROWN BLOCK, COLOR THE NEXT BLOCK YELLOW.
5. AFTER THE YELLOW BLOCK, COLOR THE NEXT BLOCK PURPLE.
6. AFTER THE PURPLE BLOCK, COLOR THE NEXT BLOCK GREEN.

7. AFTER THE GREEN BLOCK, COLOR THE NEXT BLOCK ORANGE.

8. AFTER THE ORANGE BLOCK, COLOR THE TOP BLOCK BLACK.

SCIENCE, HEALTH AND SOCIAL STUDIES

(Page 2 of the test booklet. Have the children use a dark colored crayon for marking.) LOOK AT THE FIRST ROW OF PICTURES ON THE TOP OF THE PAGE. I WILL TELL YOU TO PUT A MARK ON ONE OF THE PICTURES.

SAMPLE- IN THE FIRST ROW OF PICTURES THERE IS A HORN, A DUCK, A FISH AND AN APPLE. PUT A MARK ON THE FISH. (Demonstrate on the chalkboard by making a big X.) PUT THIS MARK ON THE FISH.

1. IN THE NEXT ROW, MARK THE ANIMAL.
2. IN THE NEXT ROW, MARK THE ONE THAT GIVES US LIGHT DURING THE DAY.
3. IN THE NEXT ROW, MARK THE FRUIT.
4. IN THE NEXT ROW, MARK THE ONE THAT YOUR MOTHER WOULD USE TO MAKE A PIE.
5. IN THE NEXT ROW, MARK THE VOLCANO.
6. IN THE NEXT ROW, MARK THE INSECT.
7. IN THE NEXT ROW, MARK THE ONE THAT HOLDS RAIN.

(Turn to the next page.)

8. IN THE TOP ROW, MARK THE ONE FROM WHICH WE GET BACON.
9. IN THE NEXT ROW, MARK THE ANTENNA.
10. IN THE NEXT ROW, MARK THE TOOTH THAT HAS A CAVITY.
11. IN THE NEXT ROW, MARK THE ONE FROM WHICH WE CAN MAKE FLOUR FOR BREAD.
12. IN THE NEXT ROW, MARK THE ROOT.
13. IN THE NEXT ROW, MARK THE ONE IN WHICH A LITTLE ANIMAL LIVES.
14. IN THE NEXT ROW, MARK THE ONE THAT SPINS SILK.
15. IN THE LAST ROW, MARK THE ONE THAT WOULD BE USED TO SEND T.V. PICTURES TO ANOTHER COUNTRY.

TEST 2 NUMBERS

(Have the children open their booklets to page 4. Have them use a dark colored crayon for marking the first part of the test.) WE ARE GOING TO DO SOMETHING DIFFERENT IN EACH ROW ON THIS PAGE. LISTEN CAREFULLY AND I WILL TELL YOU JUST WHAT TO DO.

1. IN THE TOP ROW OF PICTURES, PUT A MARK ON THE SECOND SQUIRREL.
2. IN THE NEXT ROW, PUT A MARK ON THE FOURTH STAR.
3. IN THE NEXT ROW, PUT MARKS ON TWELVE BELLS.
4. IN THE NEXT ROW, MARK THE BASKET WITH THE MOST APPLES.
5. IN THE NEXT ROW, PUT A MARK ON THE LITTLE BOX THAT HAS AN EQUAL NUMBER OF BALLS AND DIAMONDS.
6. LOOK AT THE CUP CAKES. I WILL TELL YOU A STORY ABOUT THEM.
TOMMY'S MOTHER GAVE HIM TWO CUP CAKES. WHEN HE WENT TO VISIT HIS GRANDMOTHER SHE GAVE HIM THREE MORE. PUT MARKS ON THE NUMBER OF CUP CAKES THAT TOMMY HAD ALTOGETHER. (Repeat)
7. LOOK AT THE PIGGIE BANKS. AT THE DIME STORE THERE WERE FIVE PIGGIE BANKS ON THE SHELF. A LITTLE GIRL BUMPED AGAINST THE SHELF AND TWO OF THE BANKS BROKE. PUT MARKS ON THE NUMBER OF BANKS THAT WERE LEFT. (Repeat)
8. IN THE LAST ROW, THERE ARE SOME OF THE NUMBERS FROM ONE TO TEN. IF YOU KNOW THE NUMBERS THAT ARE MISSING PUT THEM IN THE SPACES WHERE THEY BELONG.

(Turn the page.)

Sample: LOOK AT THE ROW OF PICTURES AT THE TOP OF THE PAGE. THE FIRST LITTLE BOX HAS THREE RABBITS IN IT. AFTER THE BOX WITH THE RABBITS THERE IS A BOX WITH FOUR APPLES, A BOX WITH THREE TEPEES AND A BOX WITH TWO BELLS. WE WANT TO MARK THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES. COULD SOMEONE TELL ME WHICH

two BOXES HAVE THE SAME NUMBER OF PICTURES? (Let a child give the answer.) SINCE THERE ARE THE SAME NUMBER OF RABBITS AS THERE ARE TEPEES WE SHALL PUT A MARK ON THE BOX OF RABBITS AND A MARK ON THE BOX OF TEPEES.

11. IN THE NEXT ROW, BEGINNING WITH THE BALLS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
12. IN THE NEXT ROW BEGINNING WITH THE ICE CREAM CONES, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
13. IN THE NEXT ROW BEGINNING WITH THE FLOWERS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
14. IN THE NEXT ROW BEGINNING WITH THE SUCKERS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
15. IN THE NEXT ROW BEGINNING WITH THE BUTTONS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
16. IN THE NEXT BOX LOOK AT THE TOPS. THERE ARE 2 TOPS IN THE BOX SO MAKE THE NUMBER 2 RIGHT BESIDE THE TOPS.
17. IN THE NEXT BOX COUNT THE CARROTS. PUT THE NUMBER THAT TELLS HOW MANY CARROTS RIGHT BESIDE THE CARROTS.
18. IN THE NEXT BOX COUNT THE BIRD HOUSES. PUT THE NUMBER THAT TELLS HOW MANY BIRD HOUSES BESIDE THE BIRD HOUSES.
19. IN THE NEXT BOX COUNT THE UMBRELLAS. PUT THE NUMBER THAT TELLS HOW MANY UMBRELLAS BESIDE THE UMBRELLAS.
20. IN THE NEXT BOX COUNT THE BLOCKS. PUT THE NUMBER THAT TELLS HOW MANY BLOCKS BESIDE THE BLOCKS.
21. IN THE NEXT BOX COUNT THE BALLS. PUT THE NUMBER THAT TELLS HOW MANY BALLS BESIDE THE BALLS.

(Turn the page.)

(Since the children have a short attention span it is suggested that time be taken out for a relief drill.)

Relief Drill

Reach up high to touch the sky,

Clap, clap clap.

Touch your nose and then your toes,

Clap, clap clap.

Shake your hands while you stand,

Clap, clap, clap.

Turn around and then sit down,

Clap, clap, clap.

TEST 3 LITERATURE

(Check to see that the children have their booklets apened to page 6. Have the children use a dark colored crayon for marking.) I WILL TELL YOU SOME STORIES ABOUT THE PICTURES ON THIS PAGE. FIND THE PICTURE THAT GOES WITH THE STORY AND THEN WE WILL MARK IT WITH A LITTLE MARKIN THE LITTLE BOX BY THE PICTURE. (Hold up your demonstration booklet and point to the small box in which the mark is to be made.) THE PICTURES ARE MIXED UP SO YOU MUST LOOK AT ALL OF THE PICTURES BEFORE YOU MARK THE PICTURE THAT GOES WITH THE STORY.

1. "JACK BE NIMBLE, JACK BE QUICK." PUT THIS MARK ● IN THE LITTLE BOX THAT GOES WITH THE STORY. (As you are saying the above put this mark ● on the chalkboard.)
2. "ROCK A BYE BABY" PUT THIS MARK ! IN THE BOX THAT GOES WITH THE STORY. (As you are saying the above put this mark ! on the chalkboard.)
3. "HICKORY DICKORY DOCK" PUT THIS MARK ○ IN THE BOX THAT GOES WITH THE STORY. (As you are saying the above put this mark ○ on the

chalkboard.)

4. PETER WAS TOLD NOT TO GO INTO MR. MCGREGGOR'S GARDEN. PUT THIS MARK
•• IN THE BOX THAT GOES WITH THE STORY. (As you are saying the above
put this mark on the chalkboard ••)
5. LITTLE RED RIDING HOOD WENT TO VISIT HER GRANDMOTHER. PUT THIS MARK
— IN THE BOX THAT GOES WITH THE STORY. (As you are saying the above
put this mark — on the chalkboard.)
6. "OLD MOTHER HUBBARD" PUT THIS MARK □ IN THE BOX THAT GOES WITH THE
STORY. (As you are saying the above put this mark □ on the chalk-
board.)
7. "LITTLE BOY BLUE" PUT THIS MARK X IN THE BOX THAT GOES WITH THE
STORY. (As you are saying the above put this mark X on the chalk-
board.)
8. "WEE WILLY NINKLE." PUT THIS MARK † IN THE BOX THAT GOES WITH THE
STORY. (As you are saying the above put this mark † on the
chalkboard.)

TEST 4 HANDWRITING

(Have the children open their test booklets to page 7. Have the children use a pencil to do this test.) LOOK AT THE TWO LINES OF WRITING AT THE TOP OF THE PAGE. TAKE YOUR PENCIL AND COPY THE LETTERS ON THE LINE RIGHT UNDER* NEATH. TRY TO MAKE THEM LOOK JUST LIKE THE ONES IN THE BOOKLET. (As you read the above demonstrate with your booklet. Allow sufficient time for most of the children to finish..)

(It is suggested that the following four tests be given at a different sitting. It has been found that much better results are secured if the test is given in two sittings.)

TEST 5 READING

(The children do not need their test booklets for this test. Begin test 5 by introducing the picture with the story. Let the children offer to relate

their experiences of playing ball. Explain to them that the name of the boy is Billy. After developing the story of the picture present the five words in context. Frame each word as it is read. Read the story twice more for the children and then let individual children read the story. Present the five words out of context associating the word with the picture on the flash card. As each word is presented in isolation discuss its meaning, length and configuration. The complete presentation should not take more than fifteen minutes. The children will be tested individually on their ability to read the story one hour after the introduction.)

TEST 6 VISUAL DISCRIMINATION

(Have the children open their booklets to page 8. Have the children use a dark colored crayon for marking.)

Sample: LOOK AT THE ROW OF PICTURES AT THE TOP OF THE PAGE. IN THE ROW OF PICTURES AT THE TOP OF THE PAGE THERE IS A LAMB, A LAMB, A BEAR AND A LAMB. WHO CAN TELL ME WHICH PICTURE IS NOT LIKE THE REST? (Let one of the children tell that the bear is the one that is different.) SINCE THE BEAR IS NOT LIKE THE OTHER PICTURES WE WILL PUT A MARK ON IT. (Demonstrate by making an X on the chalkboard.) WE ARE GOING TO MARK THE PICTURE IN EACH ROW THAT IS NOT THE SAME AS THE REST. WE WILL DO ALL OF THE ROWS ON THIS PAGE. WHEN YOU FINISH THIS PAGE TURN TO THE NEXT PAGE AND FIND THE ONE THAT IS DIFFERENT IN EACH ROW AND MARK IT. I CANNOT HELP YOU. DO AS WELL AS YOU CAN. YOU MAY BEGIN. (Walk down the isles checking to see that the children turn to page 9 after finishing page 8.)

TEST 7 AUDITORY DISCRIMINATION

(Have the children open their booklets to page 10. Have them use a dark colored crayon for marking.) THIS IS A LISTENING GAME. I AM GOING TO SAY SOME WORDS AND I WANT YOU TO LISTEN VERY CAREFULLY. (Say) TOWN, CROWN, CLOWN. WE SAY THAT THESE WORDS RHYME BECAUSE THEY ALL END WITH THE

SAME SOUND. I WILL SAY SOME MORE WORDS THAT RHYME. TREE, ME, SEE -- BIG, PIG, JIG. -- LISTEN CAREFULLY AS THIS TIME I WILL SAY ONE WORD THAT DOES NOT RHYME WITH THE REST. (Say) SHELL, BOOK, TELL, FELL. IS THERE SOMEONE THAT COULD TELL ME THE WORD THAT DOES NOT RHYME WITH THE REST? (Let one of the children give the answer.) NOW LET US LOOK AT THE PICTURES AT THE TOP OF THE BOOKLET. IN THE TOP ROW THERE IS A STAR, A CAR, A PIG AND A JAR. WHO CAN TELL ME THE WORD THAT DOES NOT RHYME WITH THE REST? (Let one of the children give the answer.) PIG DOES NOT RHYME WITH THE OTHER WORDS SO WE WILL PUT A MARK ON THE PIG WITH OUR CRAYON. (Demonstrate by putting an X on the chalkboard.) I AM GOING TO TELL YOU THE NAMES OF THE PICTURES ON THIS PAGE. IN EACH ROW WE WILL CROSS OUT THE PICTURE THAT DOES NOT RHYME WITH THE REST.

1. IN THE NEXT ROW THERE IS A HAMMER, A LOCK, A SOCK AND A CLOCK. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
2. IN THE NEXT ROW THERE IS A PAN, A TOADSTOOL, A FAN AND A CAN. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
3. IN THE NEXT ROW THERE IS A BROOM, A MOON, A SPOON AND A BOOK. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
4. IN THE NEXT ROW THERE IS A COAT, A PIPE, A BOAT AND A GOAT. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
5. IN THE NEXT ROW THERE IS A FROG, A DOG, A BLOCK AND A BOG. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
6. IN THE NEXT ROW THERE IS A PIG, A PIE, A TIE AND A FLY. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
7. IN THE LAST ROW THERE IS PEAS, CHEESE, KEYS AND KITE. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.

(Following administration of Test 7 it is suggested that the children stand for the following relief drill.)

Brown Bunny

My name is Brown Bunny,

And I can hop, hop, hop.

(Children hop three times.)

My ears are long,

And are way on top.

(Make ears with their hands.)

I can hop around,

And I can wiggle my nose.

(Do as the words dictate.)

And best of all,

I can thump my toes.

TEST 8 LISTENING COMPREHENSION

(Page 11 of the test booklet. Have the children use a dark colored crayon for marking.) I AM GOING TO READ YOU SOME STORIES. LISTEN AS CAREFULLY AS YOU CAN AS I WILL ASK YOU SOME QUESTIONS AFTER I FINISH READING THE STORY.

Sample: JIMMY HAD A BIRTHDAY. HIS FATHER GAVE HIM A SAILBOAT FOR HIS BIRTHDAY. IN THE ROW OF PICTURES AT THE TOP OF THE PAGE YOU SEE A BALL, A BOAT AND AN AIRPLANE. MARK THE PICTURE OF WHAT JIMMY GOT FOR HIS BIRTHDAY. (Check to see that all of the children have the correct answer.) LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

I. PEPPY WAS A DUCK. PEPPY LOVED TO PLAY AND SPLASH IN THE MUD PUDDLES. WHENEVER IT RAINED, HE WOULD GO SPLASHING AROUND IN ALL OF THE PUDDLES THAT HE COULD FIND. IT WAS SO MUCH FUN TO JUMP IN THE WATER AND SEE THE WATER GO FLYING UP AS HIS BIG FEET CAME DOWN PLUNK, WITH A SPLASH. PEPPY ALWAYS WENT BAREFOOTED BECAUSE IF HE WORE HIS SHOES, HE WOULDN'T HAVE BEEN ABLE TO WADE IN THE PUDDLES.

1. FIND THE ROW OF PICTURES THAT ARE RIGHT UNDER THE THREE ICE CREAM CONES.
PUT A MARK ON THE PICTURE THAT SHOWS WHAT THE STORY IS ABOUT.
2. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHAT PEPPI LIKED TO DO
BEST.

II. LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

ONE DAY WHILE TIMMY WAS AT THE STORE WITH HIS MOTHER SHE BOUGHT HIM A PACKAGE OF SEEDS. THEY WERE CORN SEEDS. WHEN TIMMY GOT HOME HE PLANTED THE SEEDS IN HIS GARDEN. EACH DAY TIMMY WATERED THE SEEDS AND PULLED THE WEEDS FROM THE GARDEN. IT WASN'T LONG BEFORE LITTLE GREEN PLANTS PUSHED THEIR HEADS THROUGH THE GROUND. IN A COUPLE OF MONTHS TIMMY HAD BIG EARS OF CORN ON THE STALKS. WHEN GRANDMOTHER CAME TO VISIT THE FAMILY THEY HAD SOME OF TIMMY'S CORN FOR DINNER. THEY WERE EVEN ABLE TO USE THE CORN STALKS. THEY FED THEM TO THE PIGS.

FIND THE ROW OF PICTURES UNDER THE THREE UMBRELLAS .

3. IN THE ROW OF PICTURES UNDER THE UMBRELLAS MARK THE PICTURE THAT SHOWS WHAT TIMMY'S MOTHER BOUGHT HIM AT THE STORE.
4. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHAT TIMMY GREW IN HIS GARDEN.
5. IN THE LAST ROW, MARK THE PICTURE THAT SHOWS WHO ATE THE CORN COBS.

III. LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

BOBBY CHIPPER WAS A CHIPMUCK THAT PLAYED IN THE TREES ALL DAY. BUT BOBBY WAS NOT HAPPY. HE WATCHED THE BIRDS FLY AND BOBBY WANTED TO FLY TOO. HE SAW A CIRCUS CLOWN COMING DOWN THE STREET AND THE CLOWN HAD MANY BALLOONS. ONE BALLOON FLEW AWAY AND BOBBY HAD AN IDEA. BOBBY DROPPED DOWN FROM THE TREE ON TO THE SHOULDER OF THE CLOWN. THE CLOWN JUMPED AND LET GO OF THE BALLOONS. BOBBY

CAUGHT THE BALLOONS AND UP HE WENT INTO THE AIR. HE WAS FLYING. BUT HE COULDN'T GET DOWN. BOBBY MET A BLUEBIRD AND ASKED "WHAT SHALL I DO?" "LET GO OF ONE BALLOON AT A TIME," SAID THE BLUE* BIRD. BOBBY LET GO OF ONE BALLOON AT A TIME AND CAME DOWN SLOWLY. HE LANDED IN A TREE. AFTER THAT BOBBY CHIPMUNK DIDN'T WANT TO FLY AGAIN.

(Have the children open their booklets to page 12.)

6. IN THE ROW OF PICTURES AT THE TOP OF THE PAGE, MARK THE PICTURE THAT SHOWS WHO THE STORY WAS ABOUT.
7. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHAT BOBBY USED TO TAKE A RIDE.
8. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHO TOLD BOBBY WHAT TO DO WHEN HE WAS IN TROUBLE.

LOOK UP AT ME WHILE I READ YOU THE LAST STORY.

- IV. TOM AND MARY HAD A BIG HEN THEY CALLED PECK. PECK WAS WHITE AND SHE LAID WHITE EGGS. EACH DAY WHEN MARY WENT TO THE BARN SHE WOULD PICK UP THE EGGS THAT PECK LAID. ONE DAY MARY WENT TO THE BARN TO GET THE EGGS BUT PECK WOULD NOT GET OFF OF HER NEST. MARY WALKED AROUND PECK TO SEE IF SHE COULD SEE WHAT WAS THE MATTER. MARY SAW A LITTLE BLACK TAIL STICKING OUT FROM UNDER PECK. IT WAS THE TAIL OF A LITTLE KITTEN. MARY PICKED PECK UP AND UNDER HER WAS A FAMILY OF FOUR LITTLE KITTENS. PECK HAD A FUNNY LITTLE FAMILY.
9. FIND THE THREE SMALL CARS IN THE MIDDLE OF THE PAGE. IN THE ROW OF PICTURES UNDER THE THREE SMALL CARS MARK THE PICTURE THAT SHOWS WHERE PECK LAID HER EGGS.
 10. IN THE NEXT ROW, MARK THE ONE THAT WENT TO GET PECK'S EGGS.
 11. IN THE LAST ROW MARK WHAT MARY SAW WHEN SHE PICKED PECK UP.

After the children have finished Test 8 they can color the picture of the little girl on the front of the booklet. While the children are coloring the examiner can check each child individually on their retention of the reading test. Have the children read the story in context first and then have them read the words on the flash cards in the order specified. The individual check of each child should be out of the hearing range of the other children.

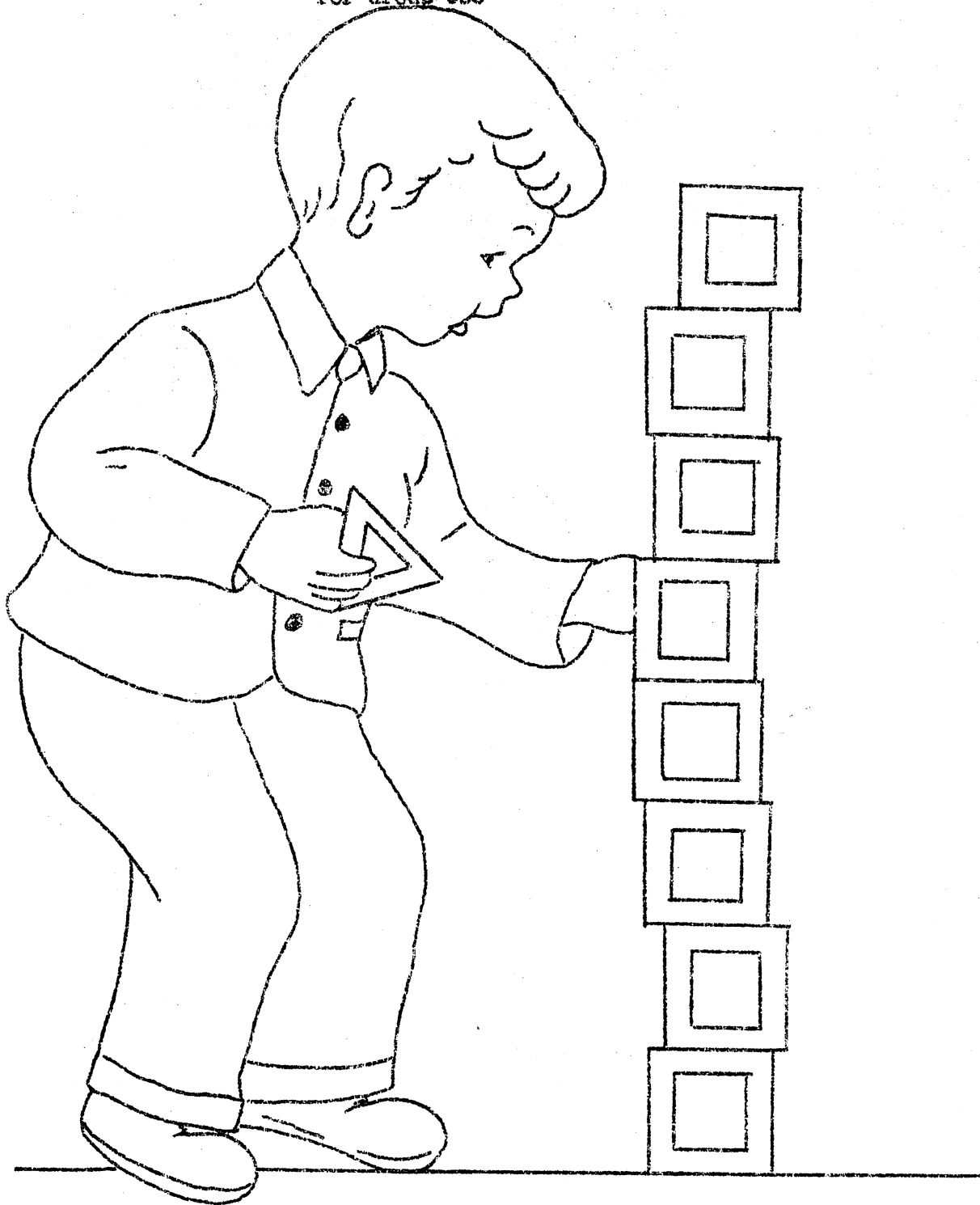
The check of Test 5 Reading, should be given about an hour after the children are taught to read the story. Scoring should be tabulated on page 7 of the child's test booklet.

The Contemporary School Readiness Test

By: Clara Theresa Elbert M.A.
For Group Use

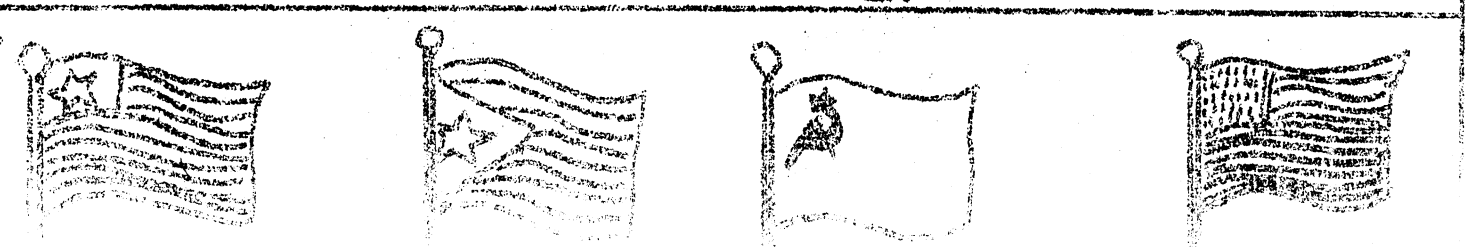
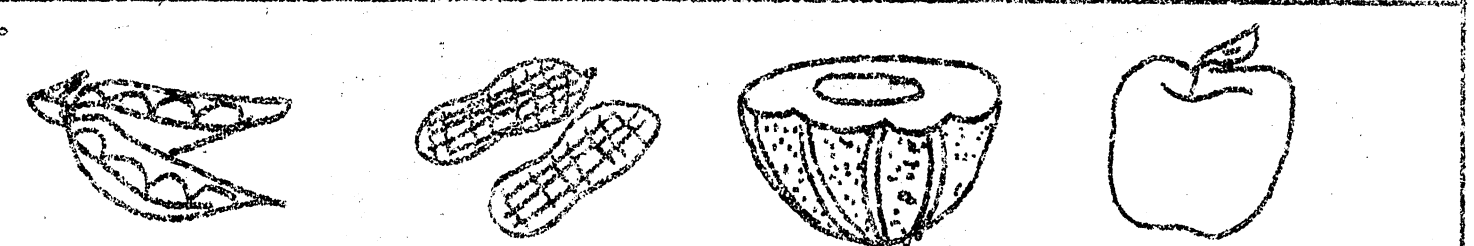
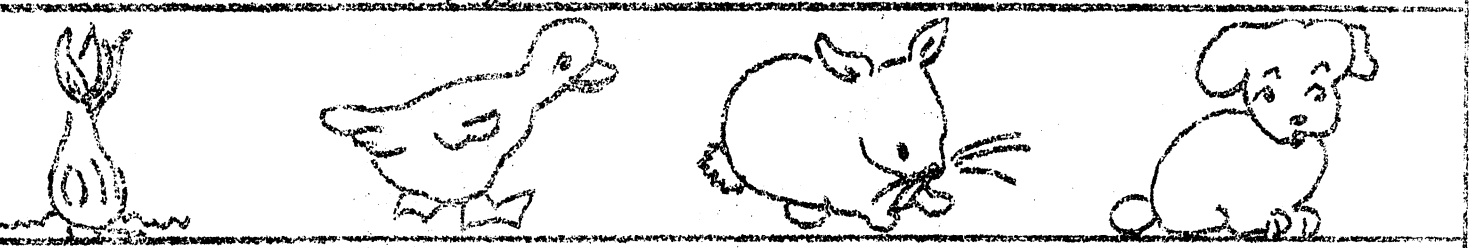
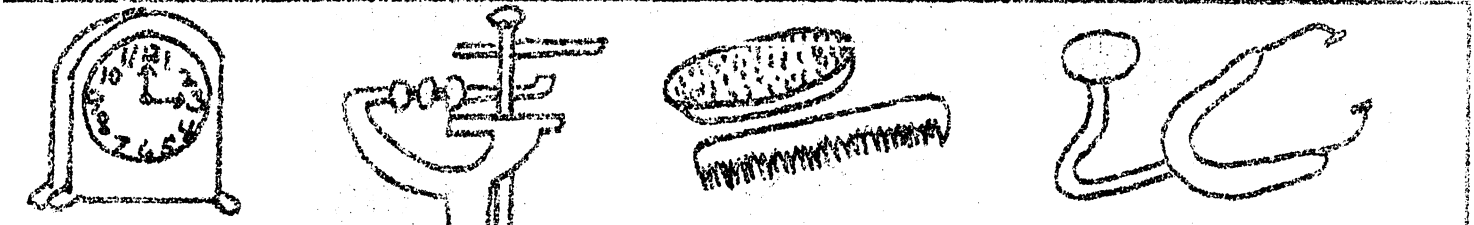
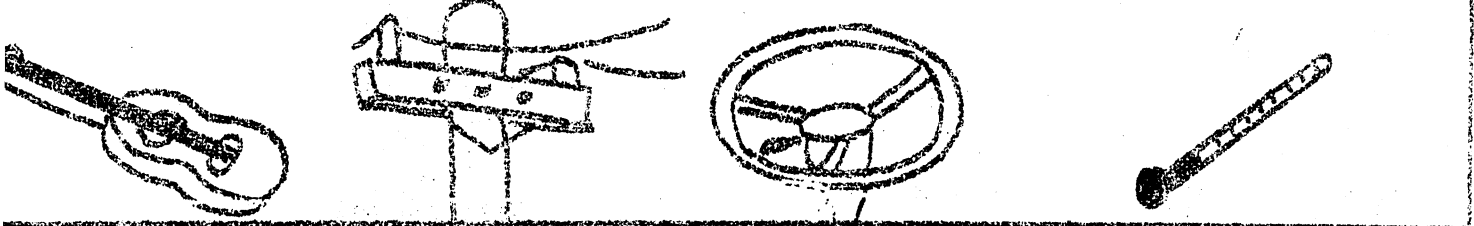
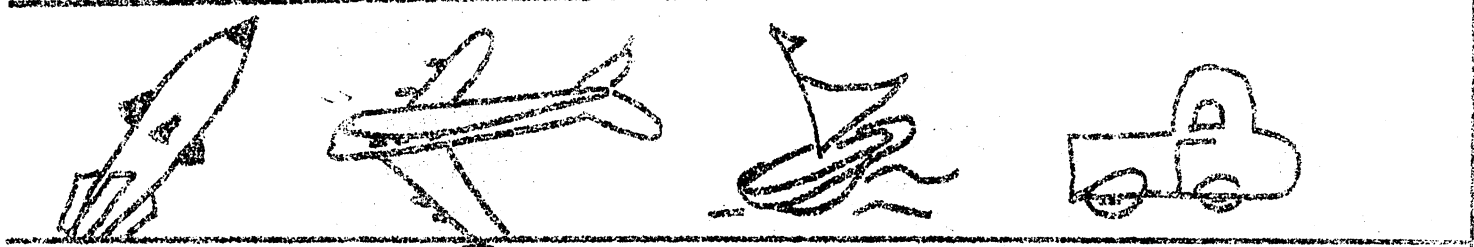
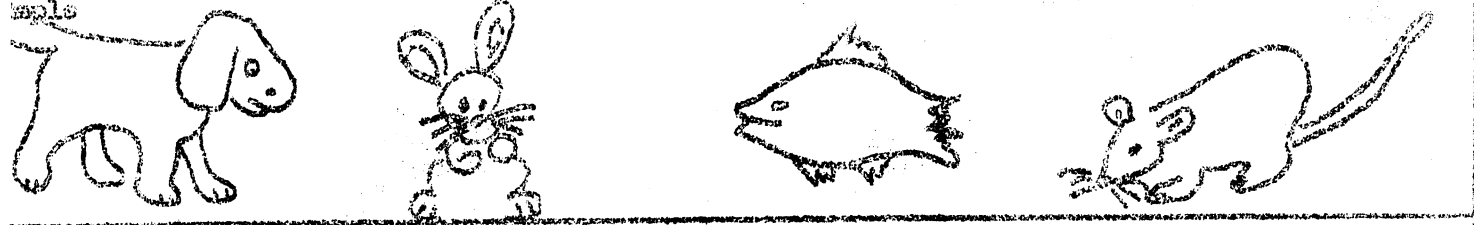
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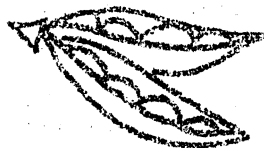
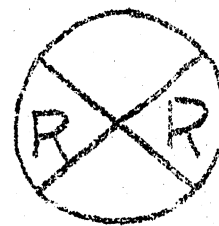
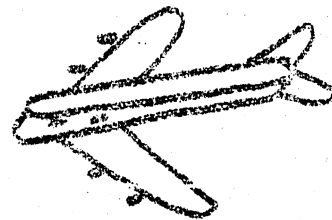
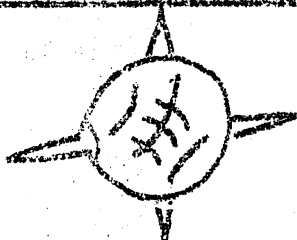
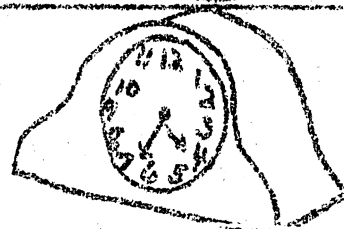
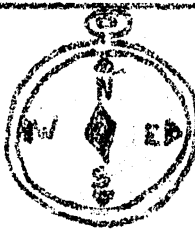
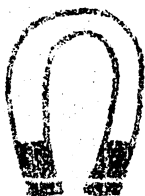
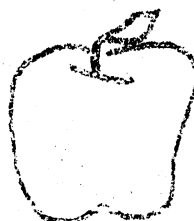
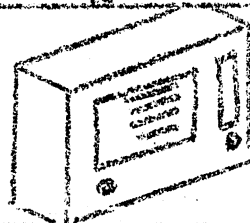
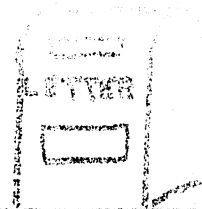
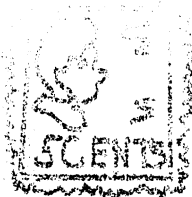
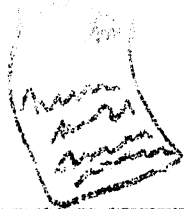
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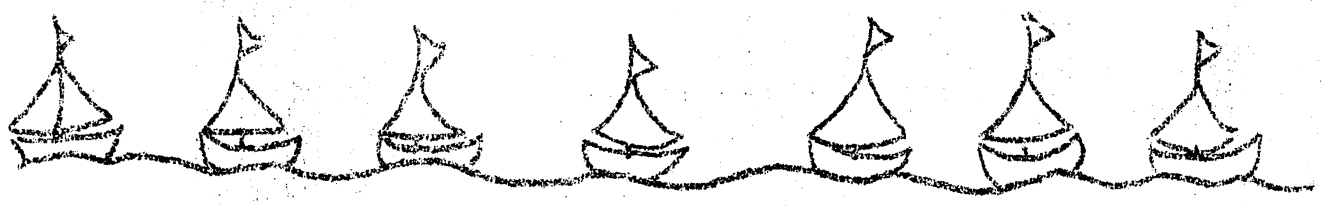
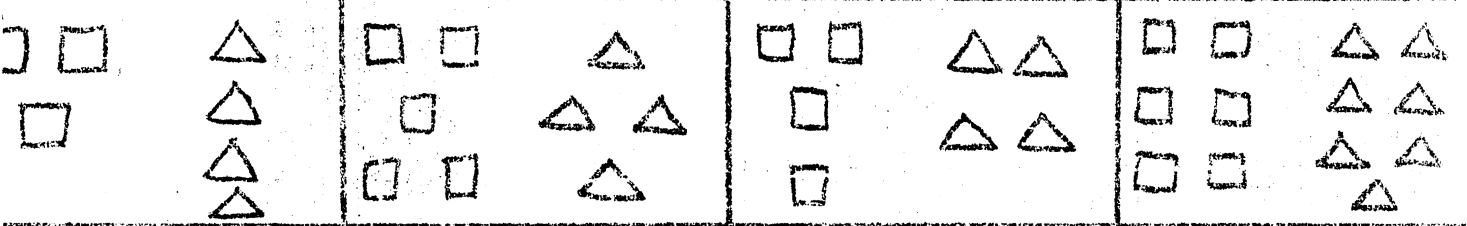
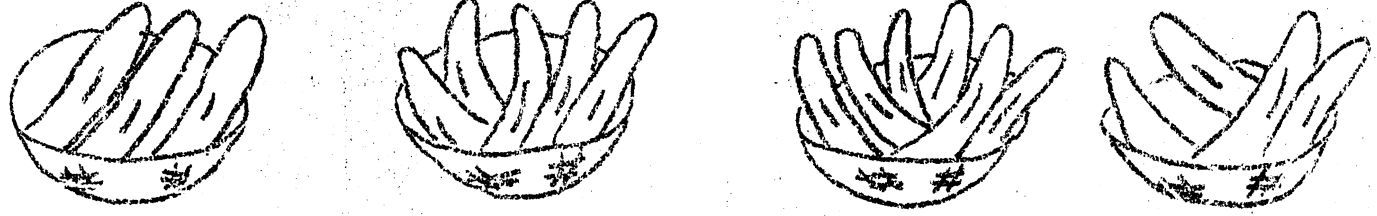
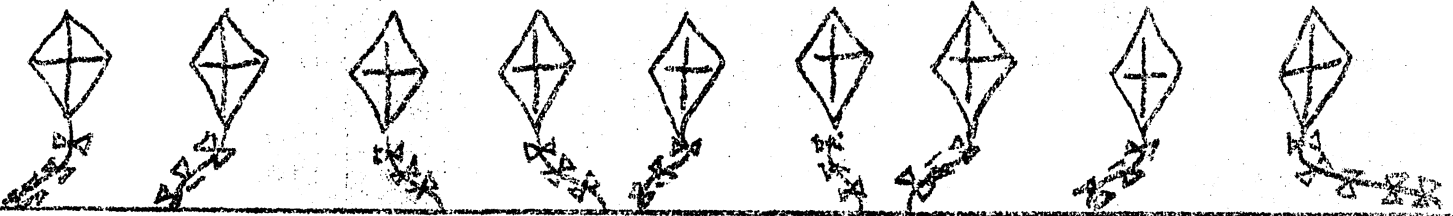
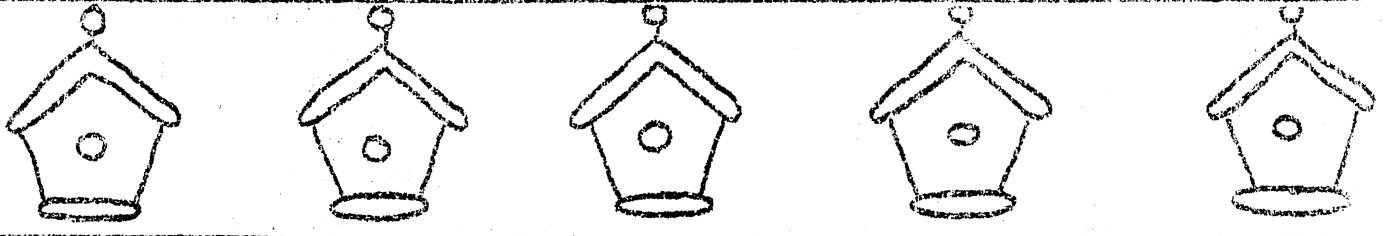
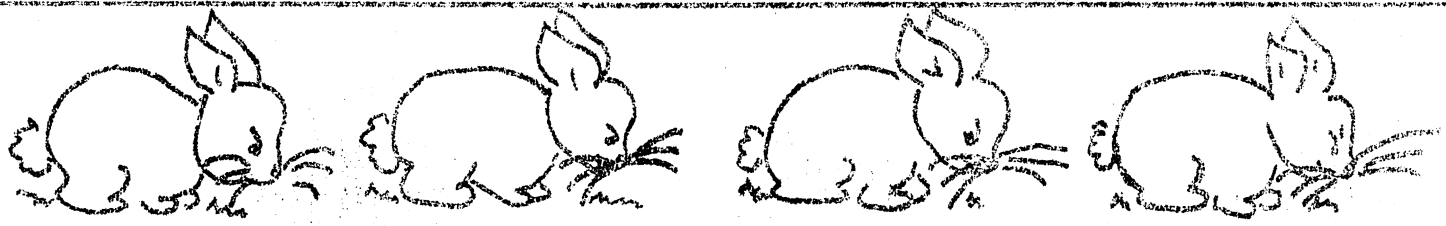
I Can Write My Name

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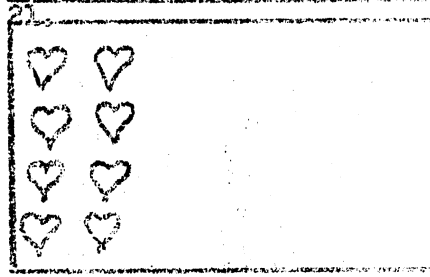
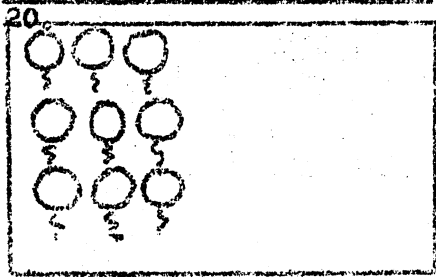
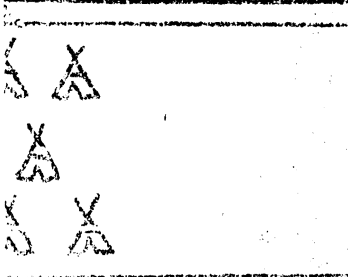
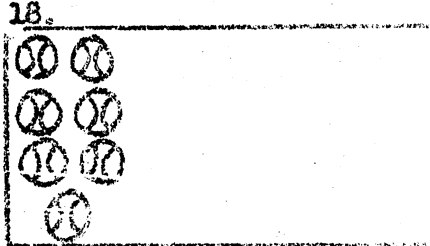
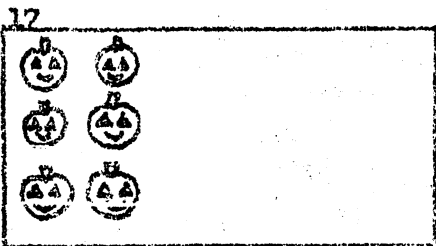
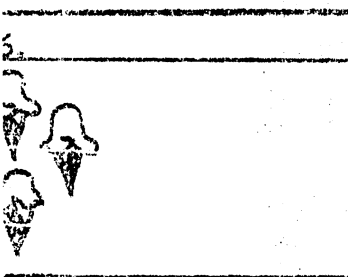
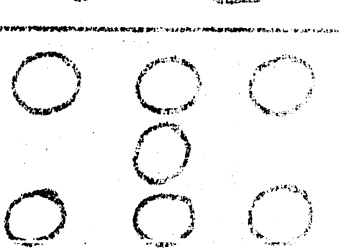
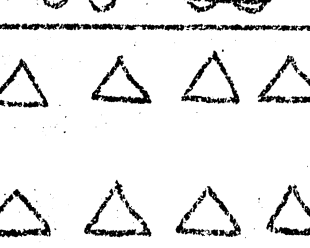
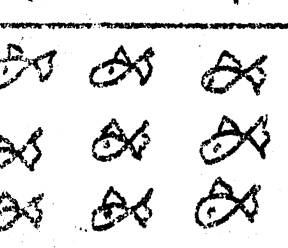
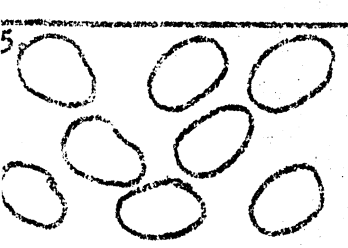
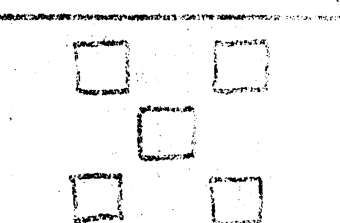
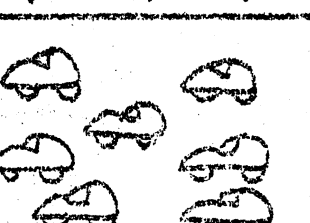
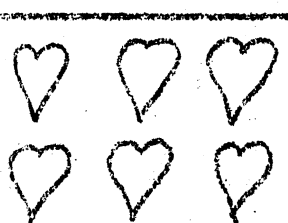
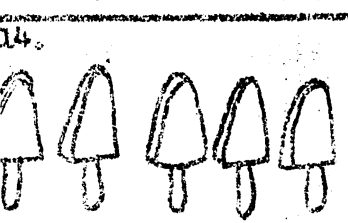
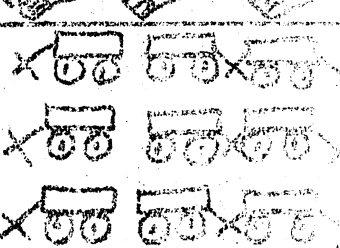
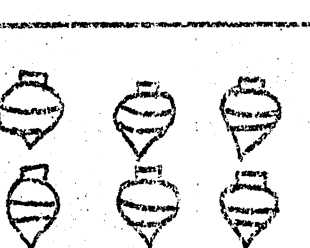
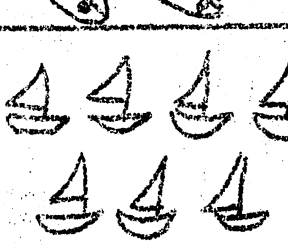
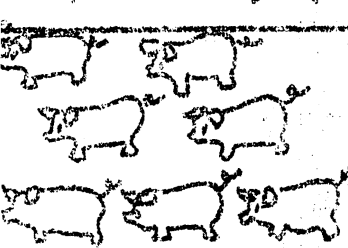
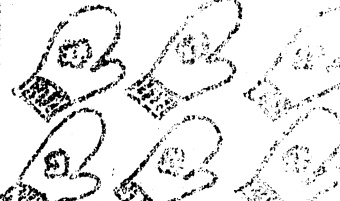
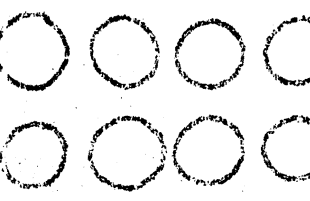
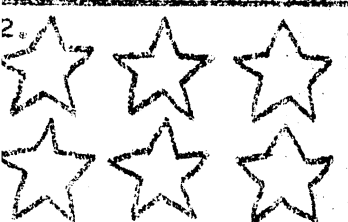
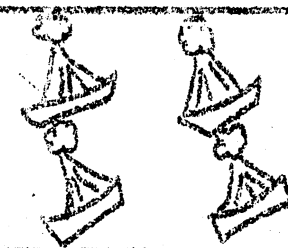
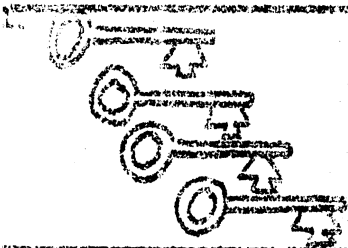
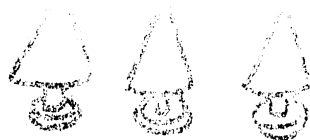
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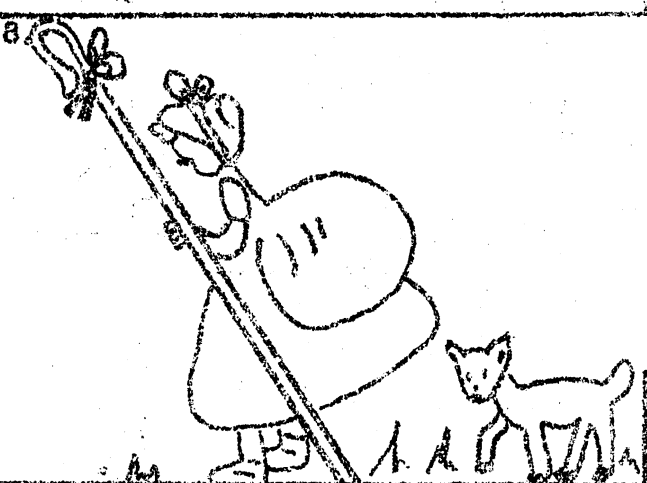
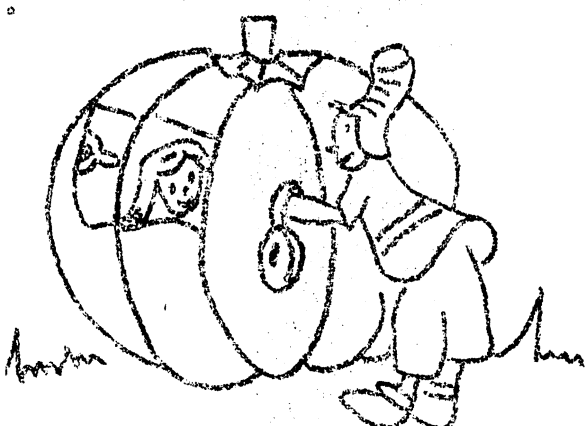
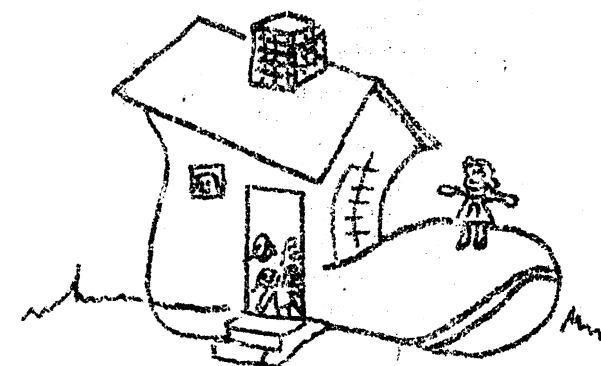
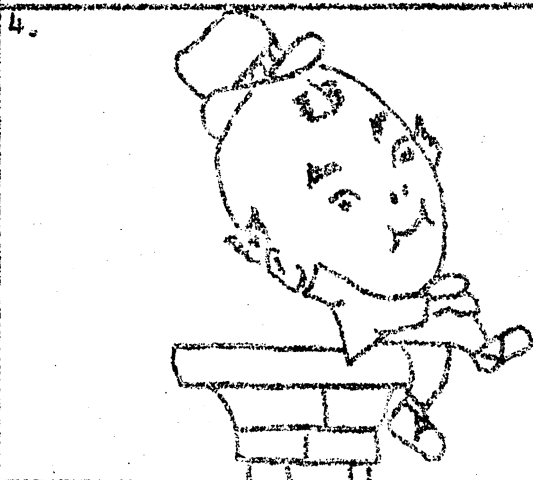
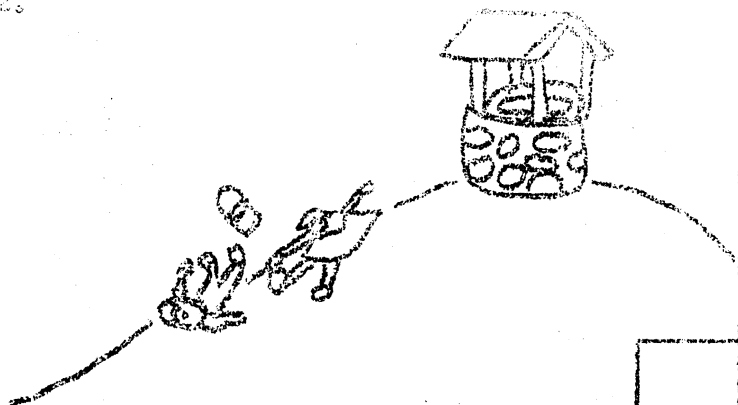


9.

10.

1 2 3 4 5 6 7 8 9 10





d

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Possible Score 8

Number Correct

Test 5A Reading

Reading In Context
(One point each)

1. Susan
2. jumps
3. over
4. the
5. rope

Total

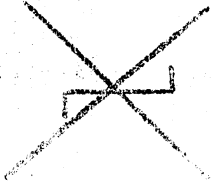
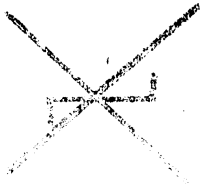
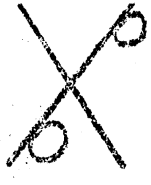
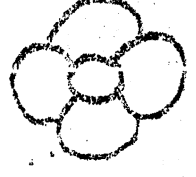
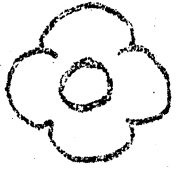
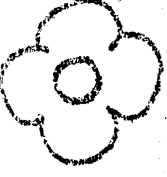
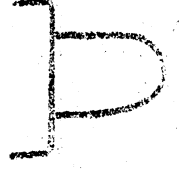
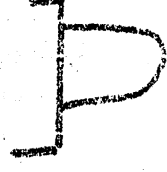
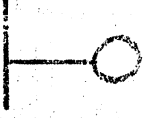
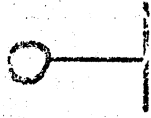
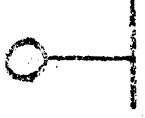
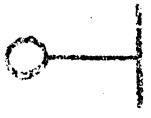
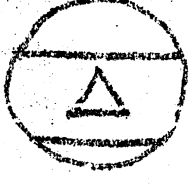
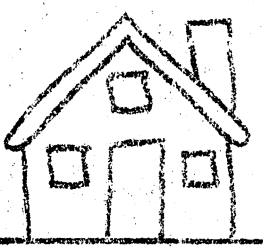
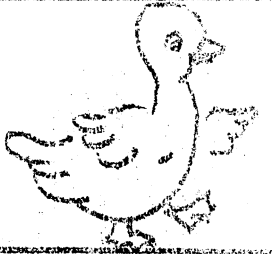
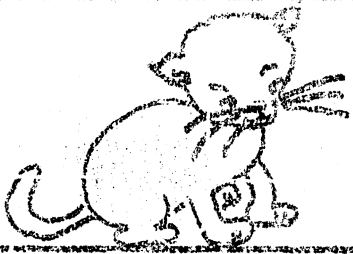
Isolated Word Recognition
(Two points each)

1. over
2. Susan
3. the
4. rope
5. jumps

Total

Complete Total

sample



P

B

P

P

128

128

128

126

GA

GA

AG

GA

63

36

36

36

Treat

Treat

Truck

Treat

tab

tap

tab

tab

dog

dog

dog

bog

where

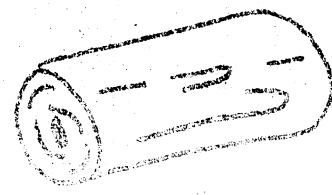
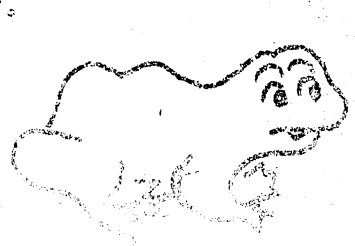
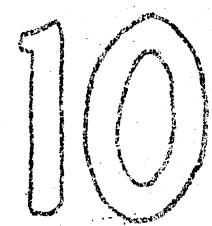
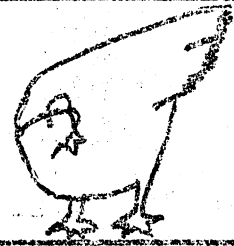
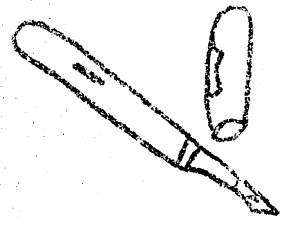
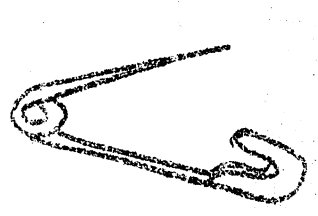
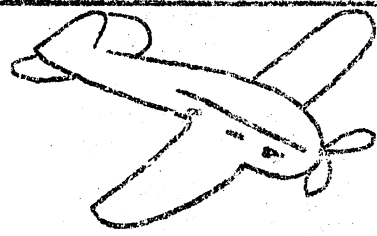
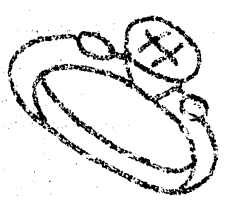
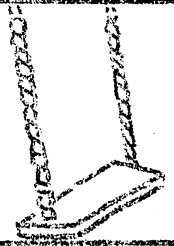
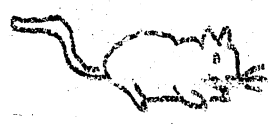
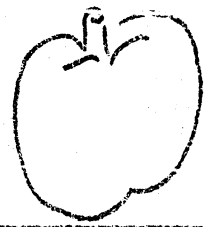
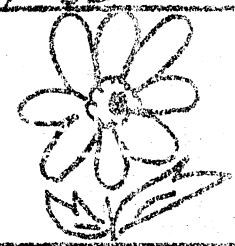
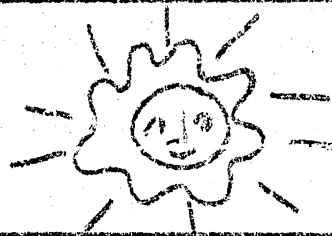
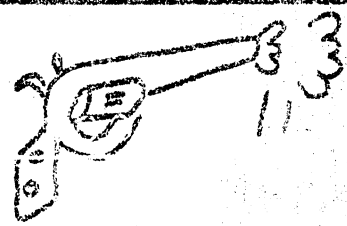
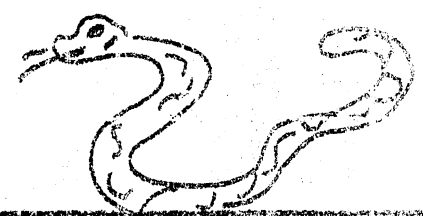
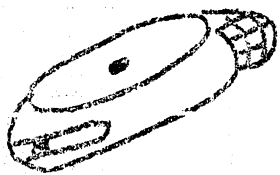
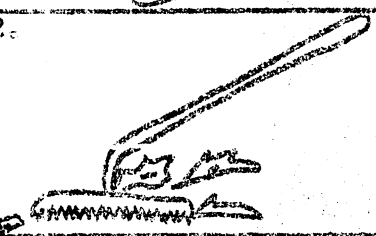
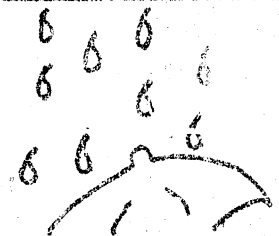
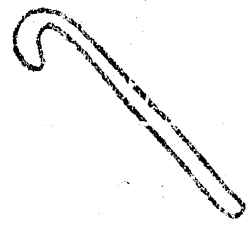
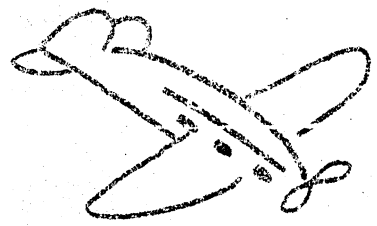
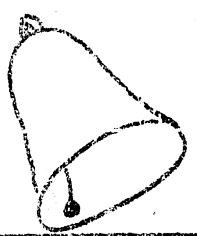
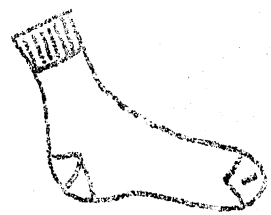
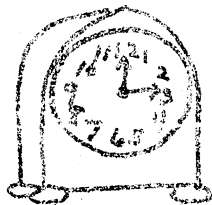
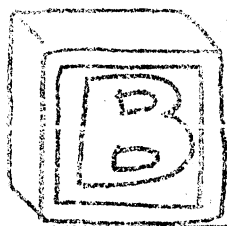
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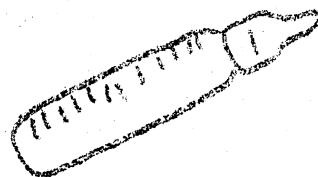
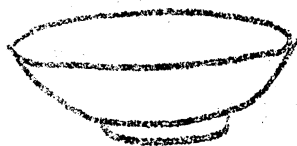
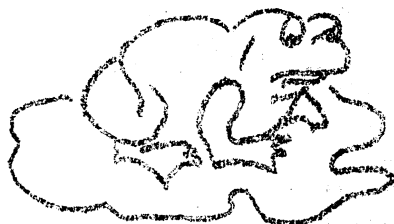
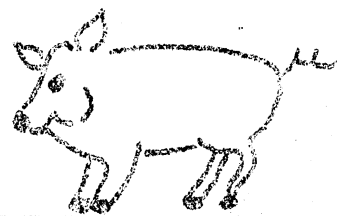
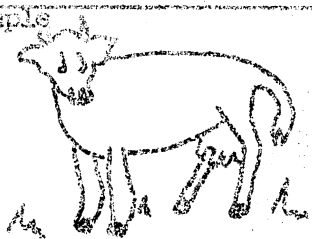
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Sample

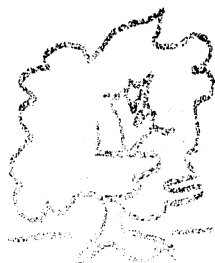
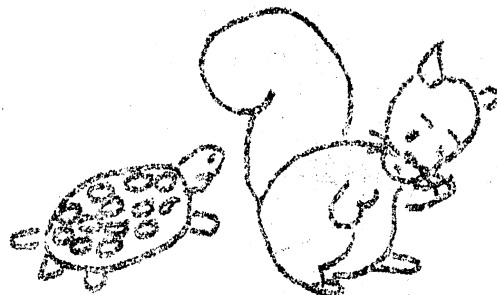
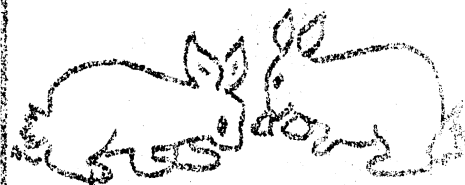
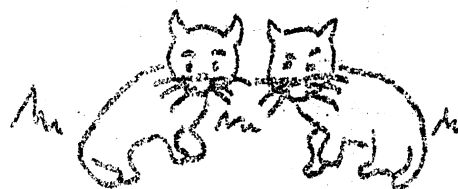


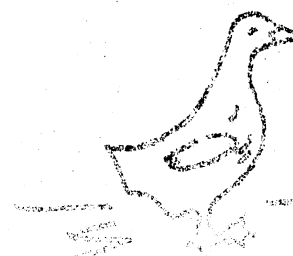
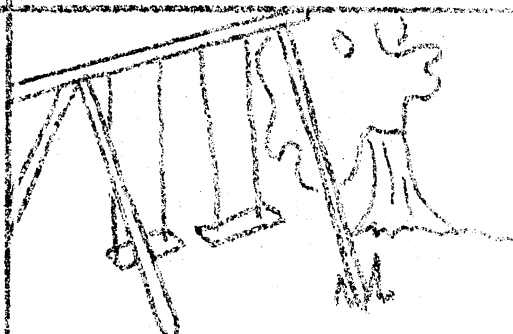
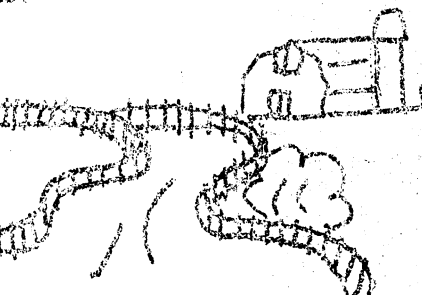
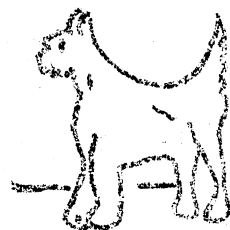
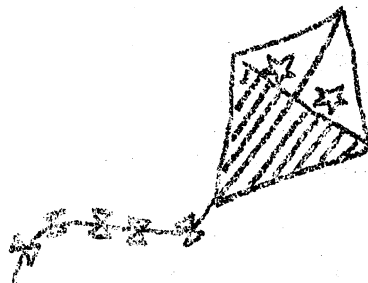
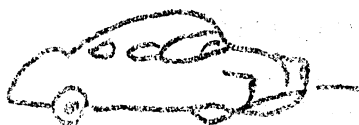
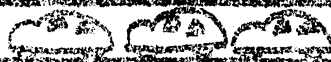
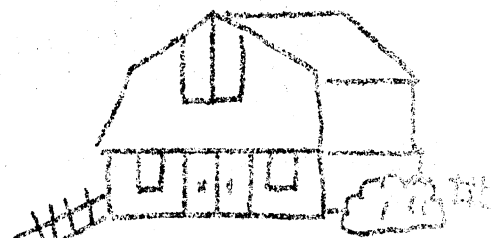
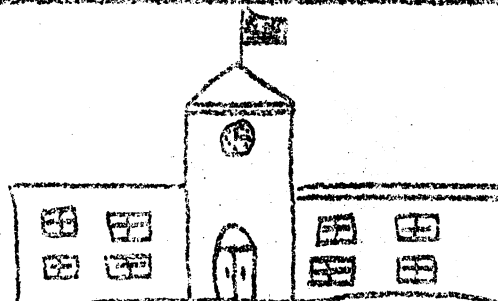
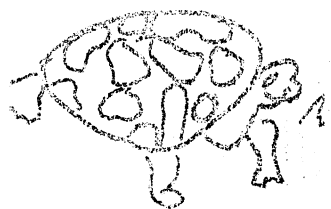
Total

apple



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Date of Testing _____
 Day Month Year

Teacher _____

Date of Birth _____
 Day Month Year

School _____

Child's Age _____
 Years Months

City _____ State _____

Number of Months in Kindergarten _____

Test Results

Science, Health and Social Studies _____

Numbers _____

Literature _____

Handwriting _____

Reading _____

Visual Discrimination _____

Auditory Discrimination _____

Listening Comprehension _____

TOTAL READING SCORE
 (Tests 5, 6, 7 & 8) _____

Total School Readiness _____

Rating

Reading Test

Rating

Writing My Name Test

Readiness Check List

Marking Code

Above Average = A
 Average = C
 Below Average = D

1. Mental and Physical Development

Does the child have reasonably sound physical development? _____

Does the child have good speech? _____

Can the child sustain attention? _____

2. Emotional and Social Habits

Adjusts to his peers? _____

Shares willingly? _____

Practices self control? _____

Does he have the ability to come before the class and tell his personal experiences? _____

3. Habits and Attitudes

Does he want to read? _____

Left-right pattern established? _____

Finishes tasks began? _____

THE CONTEMPORARY SCHOOL READINESS TEST

By: Clara Theresa Elbert, M.A.

For Group Use

Form B

Introduction

Success in learning at any level depends upon the readiness that the student brings to the learning. The Contemporary School Readiness Test is designed primarily to predict the child's readiness for first grade learning. By the use of the composite score of the tests, children can be grouped early in their school life according to their ability. The teacher can then gear her teaching to meet the individual needs of her pupils.

Materials

Prior to beginning the test each child should have a test booklet, two pencils, an eraser and a box of at least eight color crayons. The examiner needs a test booklet for demonstration, the manual of directions, a copy of the story to be taught in test five and two sets of flash cards for the same test.

Directions for the tests

Before proceeding with the administration of the tests, the examiner should read carefully the following instructions and suggestions.

1. The examiner should fill in the information called for on the back page of the test booklet. She should do this in cursive writing rather than in manuscript. She may wish to fill in only the pupil's name before the booklets are passed out and record the other information after the test is completed.
2. Pupils should be seated in such a way that copying is not possible.
3. The test should be administered at the end of kindergarten or about

20

the second week of the first grade.

4. Use the chalkboard freely to show the way pupils are to mark the pictures.
5. There are no time limits on the tests. Allow enough time so that most of the pupils are finished.
6. Accurate administration requires implicit following of instructions. The precise wording of directions has been worked out with care and any marked deviation may invalidate the results. All directions should be given slowly and distinctly in a clear, natural, pleasant voice. In giving the tests, the examiner should stand so that all of the pupils can see her and so that she can see each pupil as he works.
7. This is a group test designed to be given by the classroom teacher. Children should be tested in groups of fifteen unless the teacher can have the help of a teacher-helper. In such case the entire class can be tested together. The teacher-helper should study the directions manual in detail before administration of the tests.
8. The test does not provide an adequate prediction of success for the children that are repeating the first grade.
9. For best results the tests should be given in the morning of Tuesday, Wednesday or Thursday. The most satisfactory outcome has been secured when the tests are given on two different mornings. On one morning give tests 1, 2, 3, and 4. On the following morning give tests 6, 5, 7 and 8.

Specific Directions for Administration

The directions for the administrator will be in parenthesis. The specific directions that are to be read to the children will be in capitals.

(After the test booklets are distributed, say to the children:)

WE ARE GOING TO WORK IN THESE BOOKLETS. WE DON'T EXPECT YOU TO KNOW ALL OF THE ANSWERS TO THE QUESTIONS. WE WILL ASK YOU ABOUT MANY THINGS THAT WE WILL TEACH YOU IN FIRST.GRADE. DO AS WELL AS YOU CAN. YOU MUST LISTEN CAREFULLY AS I WILL TELL YOU WHAT TO DO ON EACH PAGE.

WRITING MY NAME TEST

SOME OF YOU KNOW HOW TO WRITE YOUR NAME AND SOME OF YOU DO NOT. WE WILL TEACH YOU HOW TO WRITE YOUR NAME IN THE FIRST GRADE BUT IF YOU ALREADY KNOW HOW TO WRITE YOUR NAME TAKE YOUR PENCIL AND WRITE YOUR NAME ON THE LINE BELOW THE LITTLE BOY'S SHOES AT THE BOTTOM OF THE BOOKLET. (Demonstrate with your booklet.)

COLORS OF THE SPECTRUM

(This test is on the cover of the test booklet. The children will need a box of at least eight color crayons for this test.) WE ARE GOING TO COLOR THE BLOCKS THAT THE LITTLE BOY IS PLAYING WITH. WE WILL START COLORING AT THE BOTTOM AND WILL WORK UP UNTIL WE FINISH COLORING THE LAST BLOCK ON THE TOP. FIRST, WE WILL COLOR THE BLOCK THAT IS CLOSEST TO THE FLOOR AND THAT IS RIGHT BY THE LITTLE BOY'S SHOE.

1. COLOR THE BOTTOM BLOCK BY THE LITTLE BOY'S SHOE BLACK.
2. AFTER THE BLACK BLOCK, COLOR THE NEXT BLOCK BLUE.
3. AFTER THE BLUE BLOCK, COLOR THE NEXT BLOCK BROWN.
4. AFTER THE BROWN BLOCK, COLOR THE NEXT BLOCK YELLOW.
5. AFTER THE YELLOW BLOCK, COLOR THE NEXT BLOCK PURPLE.
6. AFTER THE PURPLE BLOCK, COLOR THE NEXT BLOCK GREEN.
7. AFTER THE GREEN BLOCK, COLOR THE NEXT BLOCK ORANGE.
8. AFTER THE ORANGE BLOCK, COLOR THE TOP BOX RED.

TEST 1 SCIENCE, HEALTH AND SOCIAL STUDIES

(Page 2 of the test booklet. Have the children use a dark colored crayon for marking.) LOOK AT THE ROW OF PICTURES AT THE TOP OF THE PAGE.

Sample: IN THE ROW OF PICTURES AT THE TOP OF THE PAGE THERE IS A DOG, A RABBIT, A FISH AND A HOUSE. PUT A MARK ON THE FISH. (Demonstrate by making a large X on the chalkboard.)

1. IN THE NEXT ROW, MARK THE ONE YOU WOULD USE TO GO TO THE MOON.
2. IN THE NEXT ROW, MARK THE ONE FROM WHICH WE GET ELECTRICITY.
3. IN THE NEXT ROW, MARK THE ONE THAT A DOCTOR WOULD USE TO HEAR YOUR HEART BEAT.
4. IN THE NEXT ROW, MARK THE ONE THAT HATCHES FROM AN EGG.
5. IN THE NEXT ROW, MARK THE DINOSAUR.
6. IN THE NEXT ROW, MARK THE VEGETABLE.
7. IN THE NEXT ROW, MARK THE AMERICAN FLAG.

(Have the children turn to page 3 of their test booklets.)

8. IN THE TOP ROW, MARK THE ONE YOU WOULD PUT ON A LETTER IF YOU WANTED TO SEND IT THROUGH THE MAIL.
9. IN THE NEXT ROW, MARK THE ONE FROM WHICH WE GET WOOL FOR SWEATERS.
10. IN THE NEXT ROW, MARK THE ONE YOUR DADDY WOULD USE IF HE WANTED TO READ THE NEWS OF TODAY.
11. IN THE NEXT ROW, MARK THE THERMOMETER.
12. IN THE NEXT ROW, MARK THE ONE THAT WOULD HELP US FIND DIRECTIONS.
13. IN THE NEXT ROW, MARK THE ONE THAT COULD ROTATE AROUND THE EARTH.
14. IN THE NEXT ROW, MARK THE SIGN THAT TELLS A RAILROAD CROSSING IS NEAR.
15. IN THE LAST ROW, MARK THE ROOT.

TEST 2 NUMBERS

(Have the children open their booklets to page 4. Have them use a dark colored crayon for marking.)

WE ARE GOING TO DO SOMETHING DIFFERENT IN EACH BOX ON THIS PAGE.

LISTEN CAREFULLY AS I WILL TELL YOU JUST WHAT TO DO.

1. IN THE TOP ROW, PUT A MARK ON THE THIRD RABBIT.
2. IN THE NEXT ROW, MARK THE FOURTH BIRD HOUSE.
3. IN THE NEXT ROW, PUT MARKS ON EIGHT KITES.
4. IN THE NEXT ROW, MARK THE BASKET WITH THE FEWEST APPLES.
5. IN THE NEXT ROW, MARK THE BOX THAT HAS AN EQUAL NUMBER OF BALLS AND DIAMONDS.
6. IN THE NEXT ROW, LOOK AT THE BUTTONS. I WILL TELL YOU A STORY ABOUT THEM. TOM WAS PLAYING WITH SOME BUTTONS. HE FOUND THREE BUTTONS UNDER THE CHAIR AND TWO BUTTONS ON THE TABLE. MARK THE NUMBER OF BUTTONS THAT TOM FOUND ALTOGETHER. (Repeat item.)
7. LOOK AT THE BOATS. I WILL TELL YOU A STORY ABOUT THEM. JOHN RECEIVED FOUR BOATS FOR HIS BIRTHDAY. JOHN BROKE TWO OF HIS BOATS. MARK THE NUMBER OF BOATS THAT JOHN HAD LEFT. (Repeat item.)
8. LOOK AT THE LAST ROW. THERE ARE SOME OF THE NUMBERS FROM ONE TO TEN. IF YOU KNOW THE NUMBERS THAT ARE MISSING PUT THEM IN THE SPACES WHERE THEY BELONG.

(Turn to page 5.)

Sample: LOOK AT THE ROW OF PICTURES AT THE TOP OF THE PAGE. THE FIRST LITTLE BOX HAS DOLLS IN IT. AFTER THE BOX WITH THE DOLLS THERE IS A BOX WITH FOUR DRUMS, A BOX WITH THREE TREES AND A BOX WITH FIVE SNOWMEN. WE WANT TO MARK THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES. COULD SOMEONE TELL ME WHICH TWO BOXES HAVE THE SAME NUMBER OF PICTURES. (Let a child give the answer.) SINCE THERE ARE THE SAME NUMBER OF DOLLS AS THERE ARE TREES WE SHALL PUT A MARK ON THE BOX OF DOLLS AND A MARK ON THE BOX OF TREES.

11. IN THE NEXT ROW BEGINNING WITH THE KEYS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
12. IN THE NEXT ROW, BEGINNING WITH THE STARS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
13. IN THE NEXT ROW BEGINNING WITH THE PIGS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
14. IN THE NEXT ROW BEGINNING WITH THE ICE-CREAM-BARS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
15. IN THE NEXT ROW BEGINNING WITH THE EGGS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
16. IN THE NEXT BOX LOOK AT THE ICE-CREAM-CONES. THERE ARE THREE ICE-CREAM-CONES SO MAKE THE NUMBER 3 BESIDE THE ICE-CREAM-CONES.
17. IN THE NEXT BOX COUNT THE JACK-O-LANTERNS. PUT THE NUMBER THAT TELLS HOW MANY JACK-O-LANTERNS BESIDE THE JACK-O-LANTERNS.
18. IN THE NEXT BOX COUNT THE BALLS. PUT THE NUMBER THAT TELLS HOW MANY BALLS BESIDE THE BALLS.
19. IN THE NEXT BOX COUNT THE TEPEES. PUT THE NUMBER THAT TELLS HOW MANY TEPEES BESIDE THE TEPEES.
20. IN THE NEXT BOX COUNT THE BALLOONS. PUT THE NUMBER THAT TELLS HOW MANY BALLOONS BESIDE THE BALLOONS.
21. IN THE LAST BOX COUNT THE HEARTS. PUT THE NUMBER THAT TELLS HOW MANY HEARTS BESIDE THE HEARTS.

(Since the children of this age have a short attention span it is suggested that time be taken out for a relief drill.)

RELIEF DRILL

REACH UP HIGH TO TOUCH THE SKY,

CLAP, CLAP, CLAP.

TOUCH YOUR NOSE AND THEN YOUR TOES,

CLAP, CLAP, CLAP.

SHAKE YOUR HANDS WHILE YOU STAND,

CLAP, CLAP, CLAP.

TURN AROUND AND THEN SIT DOWN,

CLAP, CLAP, CLAP.










(Have the children turn to page 6 of their test booklets.)

TEST 3 LITERATURE

(Check to see that the children are on the right page. Have the children use a dark colored crayon for marking.)

I WILL TELL YOU SOME STORIES ABOUT THE PICTURES ON THIS PAGE. FIND THE PICTURE THAT GOES WITH THE STORY AND THEN WE WILL MARK IT WITH A LITTLE MARK IN THE BOX THAT GOES WITH THE PICTURE. (Hold up your demonstration booklet and point to the small box in which the mark is to be made.) THE PICTURES ARE MIXED UP SO YOU WILL HAVE TO LOOK AT ALL OF THE PICTURES BEFORE YOU MARK THE PICTURE THAT GOES WITH THE STORY.

1. THERE IS A STORY ABOUT THREE BEARS. GOLDDLOCKS CAME TO VISIT THEM. PUT THIS MARK * IN THE LITTLE BOX THAT GOES WITH THE STORY. (As you are saying the above put this mark * on the chalkboard.)
2. "JACK AND JILL." PUT THIS MARK § IN THE BOX THAT GOES WITH THE STORY. (As you are saying the above put this mark § on the chalkboard.)
3. PINOCCHIO WAS A LITTLE WOODEN DOLL THAT CAME TO LIFE. PUT THIS MARK O IN THE BOX THAT GOES WITH THE STORY. (As you are

- saying the above put this mark  on the chalkboard.)
4. "LITTLE BOW PEEP" PUT THIS MARK  IN THE BOX THAT GOES WITH THE STORY. (As you are saying the above, put this mark  on the chalkboard.)
5. "THERE WAS AN OLD WOMAN" PUT THIS MARK IN THE BOX THAT GOES WITH THE STORY. — (As you are saying the above put this mark — on the chalkboard.)
6. "HUMPY DUMPTY" PUT THIS MARK  IN THE BOX THAT GOES WITH THE STORY. (As you are saying the above put this mark  on the chalkboard.)
7. "PETER PETER HAD A WIFE AND COULDN'T KEEP HER" PUT THIS MARK  IN THE BOX THAT GOES WITH THE STORY. (As you are saying the above put this mark  on the chalkboard.)
8. "THEY LOST THEIR MITTENS AND DIDN'T KNOW WHERE TO FIND THEM." PUT THIS MARK  IN THE BOX THAT GOES WITH THE STORY. (As you say the above put this mark  on the chalkboard.)

TEST 4 HANDWRITING

(Have the children open their test booklets to page 7. Have the children use a pencil to do this test.) LOOK AT THE TWO LINES OF WRITING AT THE TOP OF THE PAGE. TAKE YOUR PENCIL AND COPY THE LETTERS ON THE LINE RIGHT UNDERNEATH. TRY TO MAKE THEM LOOK JUST LIKE THE ONES IN THE BOOKLET. (As you read the above demonstrate with your booklet. Allow sufficient time for most of the children to finish.)

(It is suggested that the following four tests be given at a different sitting. It has been found that much better results are secured if the test is given in two sittings.)

TEST 5 READING

(The children do not need their test booklets for this test. Begin test

by introducing the picture with the story. Let the children offer to read

their experiences of jumping rope. Explain to them that the name of the little girl is Susan and Susan is jumping rope. After developing the story of the picture present the five words in context. Frame each word with your hands as you read. Read the story twice more for the children and then let individual children read the story. Present the five words out of context associating the word with the pictures on the flash cards. As each word is presented in isolation discuss its meaning, length and configuration. The complete presentation should not take more than fifteen minutes. The children will be tested individually on their ability to read the story following completion of test eight. A time span of about one hour should have elapsed before the children are checked on their word recognition.)

TEST 6 VISUAL DISCRIMINATION

(The children should open their test booklets to page 8. Have the children use a dark colored crayon for marking.)

Sample: LOOK AT THE ROW OF PICTURES AT THE TOP OF THE PAGE. IN THAT ROW THERE IS A PICTURE OF A DUCK, A DUCK, A CAT AND A DUCK. CAN SOMEONE TELL ME WHICH PICTURE IS NOT LIKE THE REST? (let one of the children tell that the cat is the picture is different.) SINCE THE CAT IS NOT THE SAME AS THE OTHER PICTURES WE WILL PUT A MARK ON IT LIKE THIS. (Demonstrate on the chalkboard by making a large X.) WE ARE GOING TO MARK THE PICTURE IN EACH BOX THAT IS NOT THE SAME AS THE REST. WE WILL DO ALL OF THE ROWS ON THIS PAGE. WHEN YOU FINISH THIS PAGE TURN TO THE NEXT PAGE AND FIND THE ONE THAT IS DIFFERENT IN EACH ROW AND MARK IT. I CANNOT HELP YOU. DO AS WELL AS YOU CAN. YOU MAY BEGIN. (Walk down the aisles checking to see that the children turn to page 9 after they finish page 8.)

TEST 7 AUDITORY DISCRIMINATION

(The children should open their booklets to page 10. Have them use a dark colored crayon for marking.) THIS IS A LISTENING GAME. I AM GOING TO SAY SOME WORDS AND I WANT YOU TO LISTEN VERY CLOSELY. (Say) RAT, CAT, MAT WE SAT THAT THESE WORDS RHYME BECAUSE THEY ALL END WITH THE SAME SOUND. I WILL SAY SOME MORE WORDS THAT RHYME. THOUGHT, BOUGHT, TAUGHT. - - TAKE, MAKE, RAKE LISTEN CAREFULLY AS THIS TIME I WILL SAY ONE WORD THAT DOES NOT RHYME WITH THE REST. (Say) TELL, BELL, BAT, WELL CAN SOMEONE TELL ME WHICH WORD DOES NOT RHYME WITH THE REST? (Let one of the children give the answer.) NOW, LET US LOOK AT THE PICTURES AT THE TOP OF THE BOOKLET. IN THE TOP ROW OF PICTURES THERE IS A BLOCK, A CLOCK, A BED AND A SOCK. CAN SOMEONE TELL ME WHICH WORD DOES NOT RHYME WITH THE REST? (Let one of the children give the answer.) BED DOES NOT RHYME WITH THE OTHER PICTURES SO WE WILL PUT A MARK ON THE BED. (Demonstrate by putting a large X on the chalkboard.) I AM GOING TO TELL YOU THE NAMES OF ALL OF THE PICTURES ON THIS PAGE. IN EACH BOX WE WILL PUT A MARK ON THE PICTURE THAT DOES NOT RHYME WITH THE REST.

1. IN THE NEXT ROW, THERE IS A BELL, A PLANE, A CANE AND RAIN. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
2. IN THE NEXT ROW, THERE IS A RAKE, A CAP, A CAKE AND A SNAKE. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
3. IN THE NEXT ROW, THERE IS A GUN, RUN, SUN AND FLOWER. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
4. IN THE NEXT ROW, THERE IS HAT, APPLE, RAT AND CAT. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
5. IN THE NEXT ROW, THERE IS A SWING, RING, PLANE AND KING. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
6. IN THE NEXT ROW, THERE IS PIN, PEN, HEN AND TEN. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.

7. IN THE LAST ROW, THERE IS A FROG, A DOG, A LOG AND A CAP. MARK
THE PICTURE THAT DOES NOT RHYME WITH THE REST.

(Following the administration of test 7 it is suggested that the children stand for a relief drill.)

BROWN BUNNY

MY NAME IS BROWN BUNNY,

AND I CAN HOP, HOP, HOP.

(The children hop three times)

MY EARS ARE LONG,

AND THEY ARE WAY ON TOP.

(The children make ears with their hands.)

I CAN HOP AROUND,

AND I CAN WIGGLE MY NOSE.

(Do as the lines indicate.)

BUT BEST OF ALL,

I CAN THUMP MY TOES.

TEST 8 LISTENING COMPREHENSION

(Open to page 11 of the test booklet.) (Have the children use a dark colored crayon for marking.) I AM GOING TO READ SOME STORIES. LISTEN AS CAREFULLY AS YOU CAN AS I WILL ASK YOU SOME QUESTIONS AFTER I FINISH READING THE STORY.

Sample: CURLYTAIL WAS A FAT LITTLE PIG. HIS MOTHER CALLED HIM CURLY
FOR SHORT.

IN THE TOP ROW OF PICTURES IN YOUR BOOKLET THERE IS A COW, A MOUSE
AND A PIG. MARK THE PICTURE OF WHAT THE STORY WAS ABOUT. SINCE
THE STORY WAS ABOUT A PIG WE WILL PUT A MARK ON THE PIG. (Check
to see that all of the children have the right answer marked.)
LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

I. PATSY LIVED ON A FARM. THERE WERE MANY TREES AROUND THE FARM.

ONE DAY WHILE PATSY WAS WALKING AMONG THE TREES SHE DISCOVERED

A BABY SQUIRREL. THE SQUIRREL HAD LOST ITS MOTHER. PATSY TOOK

THE SQUIRREL HOME. SHE GAVE THE SQUIRREL A WARM BED AND SOME MILK

FROM HER DOLL BOTTLE.

1. FIND THE ROW OF PICTURES THAT IS RIGHT UNDER THE PICTURES OF THE COW, THE MOUSE AND THE PIG. PUT A MARK ON THE PICTURE THAT SHOWS WHAT OUR STORY WAS ABOUT.

2. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHAT PATTY USED TO FEED THE SQUIRREL.

LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

II. ONCE THERE WERE TWO LITTLE BABBITS THAT LIVED IN A FIELD. ONE DAY THE TWO RABBITS WERE SHOWING OFF. "I CAN JUMP HIGHER THAN YOU CAN," SAID RICKY RABBIT. "OH NO YOU CAN'T," SAID RONNIE RABBIT. "I CAN JUMP MUCH HIGHER." "LET'S HAVE A HIGH JUMP CONTEST," RONNIE SAID. WE CAN ASK TOMMY TURTLE AND SAMMY SQUIRREL TO COME." AFTER GETTING TOMMY TURTLE AND SAMMY SQUIRREL THE CONTEST BEGAN. FIRST, RICKY RABBIT JUMPED. HE JUMPED VERY HIGH. EVERYONE CLAPPED. THEN IT WAS RONNIE RABBIT'S TURN. RONNIE MOVED BACK TO GET READY FOR A BIG JUMP AND HE BUMPED RIGHT INTO A STICKER BUSH. RONNIE JUMPED VERY HIGH. HE JUMPED MUCH HIGHER THAN RICKY RABBIT.

3. FIND THE THREE SMALL UMBRELLAS IN THE MIDDLE OF THE PAGE. IN THE ROW OF PICTURES RIGHT UNDER THE UMBRELLAS FIND THE PICTURE OF THE TWO ANIMALS THAT THE STORY WAS ABOUT AND PUT A MARK ON IT.

4. IN THE NEXT ROW, MARK THE PICTURE OF RICKY AND RONNIE'S FRIENDS THAT CAME TO THE JUMPING CONTEST.

5. IN THE LAST ROW, MARK THE PICTURE THAT SHOWS WHAT RONNIE BUMPED INTO.

10.
LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

III. ONCE THERE WAS A LITTLE TURTLE NAMED TINY TURTLE. HE WAS SO LITTLE LITTLE THAT MANY PEOPLE COULD NOT SEE HIM. ONE DAY A LITTLE BOY SAW TINY TURTLE AS TINY WAS WALKING NEAR THE EDGE OF THE LAKE. THE LITTLE BOY PICKED UP THE TURTLE. HE PUT HIM INTO A CUP AND TOOK HIM HOME WITH HIM. THE NEXT DAY THE LITTLE BOY TOOK TINY TURTLE TO SCHOOL WHERE THE WHOLE CLASS COULD ENJOY THE LITTLE TURTLE. TINY WAS VERY HAPPY IN HIS NEW HOME AT SCHOOL. HE THOUGHT THAT HE WAS A VERY LUCKY LITTLE TURTLE.

(Have the children open their booklets to page 12.)

6. IN THE ROW OF PICTURES AT THE TOP OF THE PAGE, MARK THE PICTURE THAT SHOWS WHAT THE LITTLE BOY FOUND IN THE WATER.
7. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHAT THE BOY PUT TINY IN.
8. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHERE THE BOY TOOK TINY TO LIVE.

LOOK UP AT ME WHILE I READ YOU THE LAST STORY.

IV. ONE NICE DAY FRANK HAD NO ONE TO PLAY WITH. HE TOOK HIS KITE OUTDOORS. HIS KITE WAS RED, WHITE AND BLUE. IT HAD A LONG TAIL THAT HAD PIECES OF CLOTH KNOTTED DOWN THE STRING. FRANK LET HIS KITE DOWN THE STREET AND INTO THE PARK. THE OTHER CHILDREN SAW FRANK AND HIS PRETTY KITE. THEY FOLLOWED THE KITE TOO. WHEN FRANK REACHED THE PARK HE TURNED AROUND. HE SAW MANY CHILDREN FOLLOWING HIM. THE KITE HAD BOUND HIM SOME PLAYMATES.

LOOK AT YOUR BOOKLETS.

9. FIND THE THREE SMALL CARS IN THE MIDDLE OF THE PAGE. IN THE ROW OF PICTURES UNDER THE THREE SMALL CARS, MARK THE PICTURE THAT SHOWS WHAT FRANK WAS PLAYING WITH.

10. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHERE FRANK WENT TO PLAY.

11. IN THE LAST ROW, MARK THE PICTURE THAT SHOWS WHO FOLLOWED FRANK.

After the children have finished Test 8 they can color the picture of the little boy that is on the front of the booklet. While the children are coloring the examiner can check each child on his individual retention of the reading test. Have the children read the story in context first and then have them read the words on the flash cards in the order specified. The individual check of each child should be out of the hearing range of the other children.

The check of Test 5 Reading, should be given about an hour after the children are taught to read the story. Scoring should be tabulated on page 7 of the childrens test booklet.

THE CONTEMPORARY
SCHOOL READINESS TEST

1965

The Contemporary SCHOOL READINESS TEST

by Sr. Clara Theresa Elbert M.A.

FORM

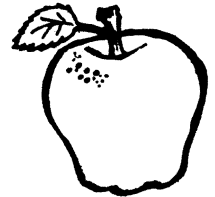
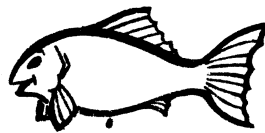
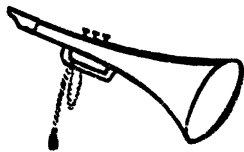
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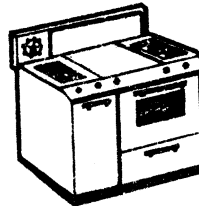
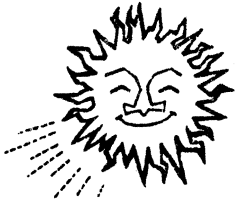
I CAN WRITE MY NAME

A large, empty, rounded rectangular box for writing the name.

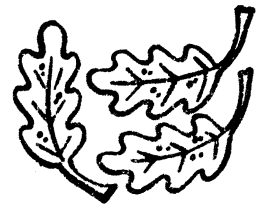
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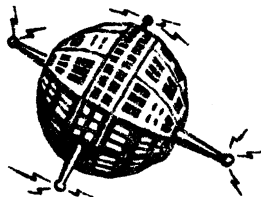
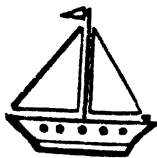
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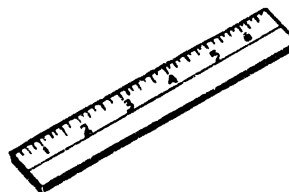
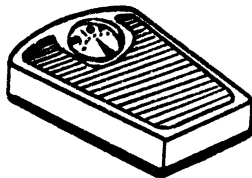
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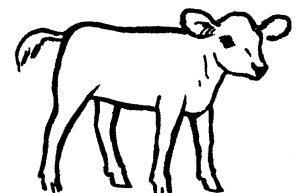
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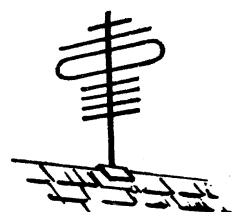
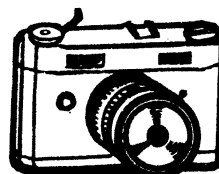
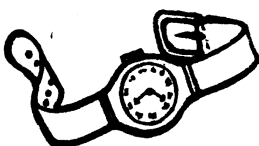
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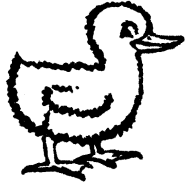
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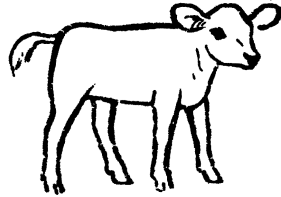
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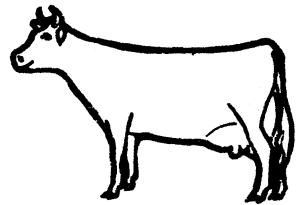
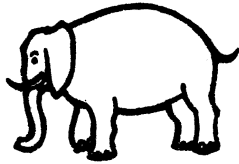
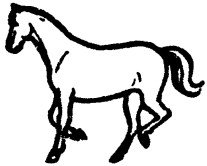
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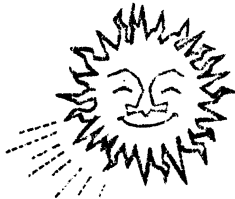
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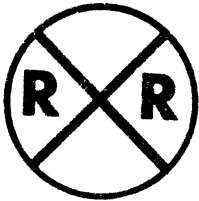
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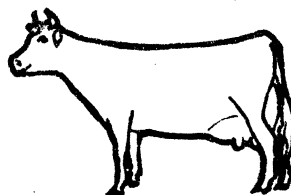
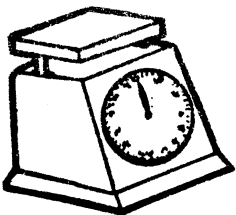
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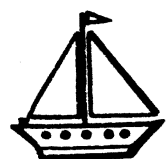
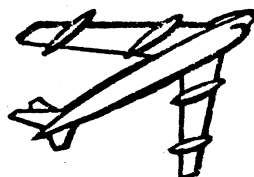
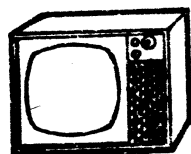
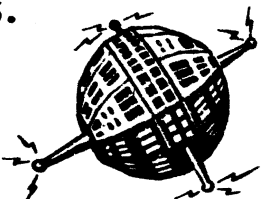
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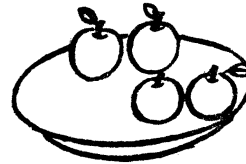
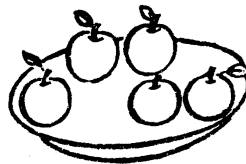
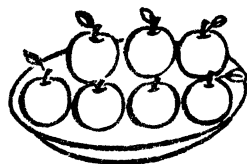
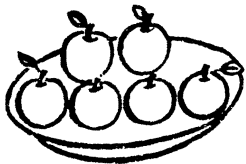
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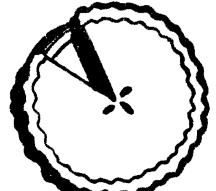
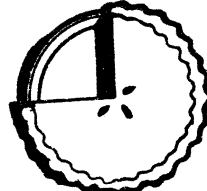
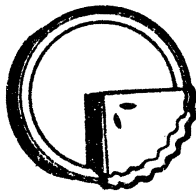
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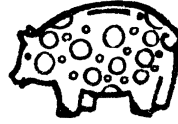
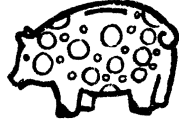
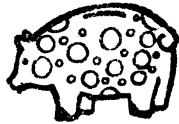
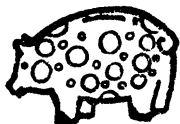
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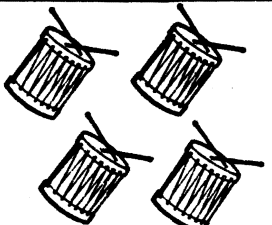
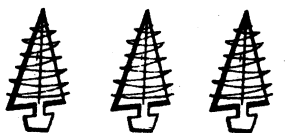
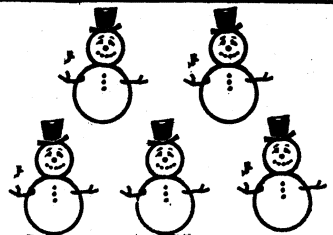
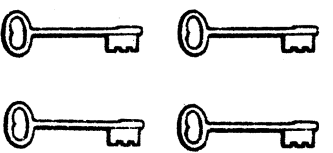
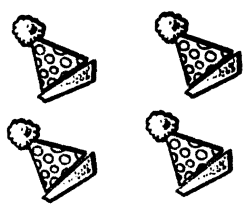
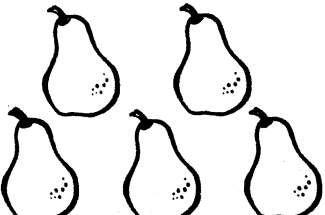
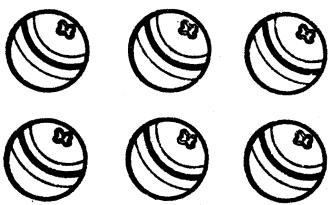
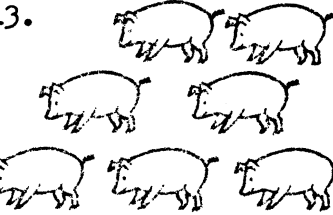
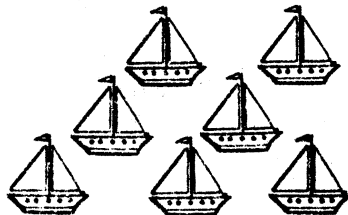

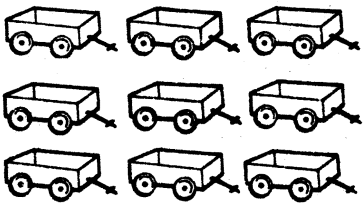
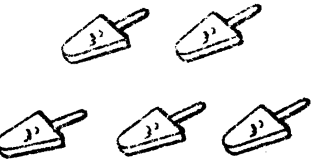
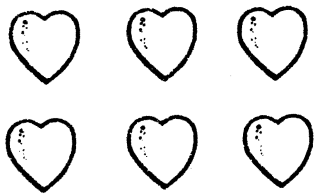
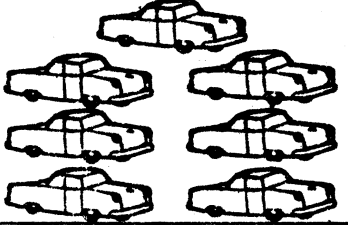
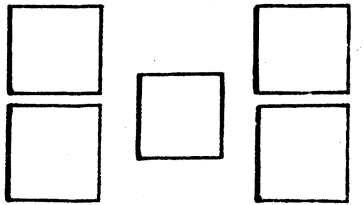
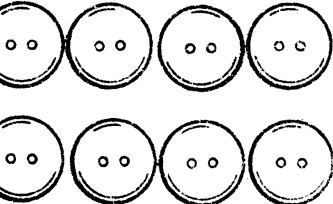
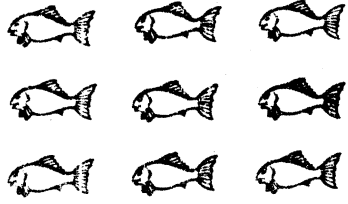

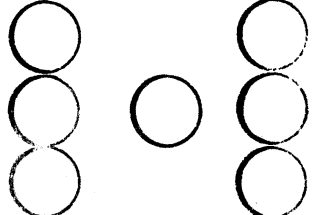

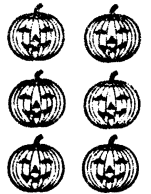
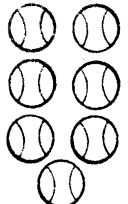

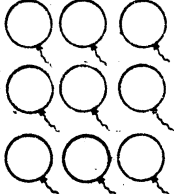
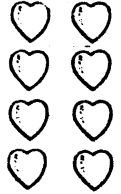


8.

9.

10.

1 2 _ 4 _ 6 7 _ 9 10

Sample			
<p>11.</p> 			
<p>12.</p> 			
<p>13.</p> 			
<p>14.</p> 			
<p>15.</p> 			
	<p>17</p> 	<p>18</p> 	
	<p>20</p> 	<p>21</p> 	

Total _____

b e g s

Look at me run.

Possible Score 8
Number Correct _____

Test 6A Reading

Reading in Context

(1 point each)

1. Billy _____
2. catches _____
3. the _____
4. brown _____
5. ball _____

Total _____

Isolated Word Recognition

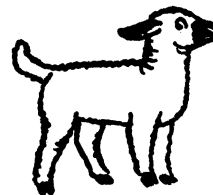
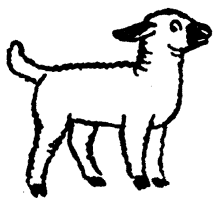
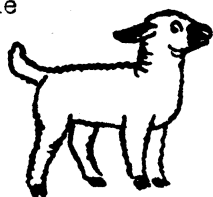
(2 points each)

1. the _____
2. Billy _____
3. ball _____
4. catches _____
5. brown _____

Total _____

Complete Total _____

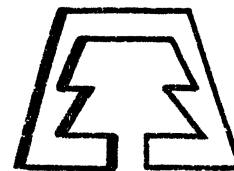
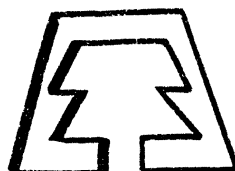
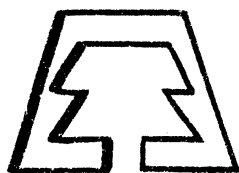
Sample



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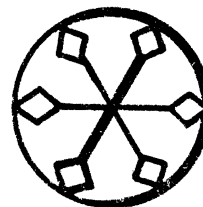
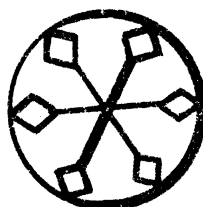
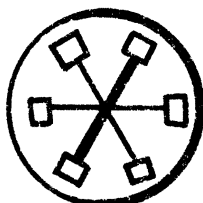
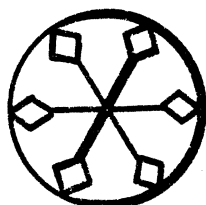
2.



3.



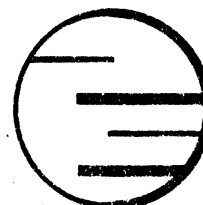
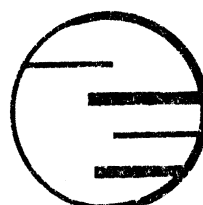
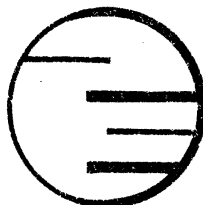
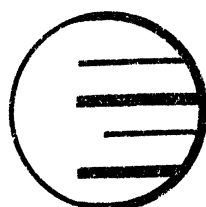
4.



5.



6.



7.



P

B

P

P

GA

GA

GA

AG

63

63

36

63

126

128

128

128

tab

tab

tap

tab

dog

bog

dog

dog

Treat

Treat

Treat

Truck

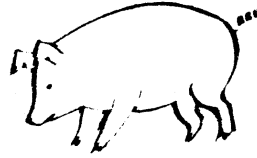
Where

White

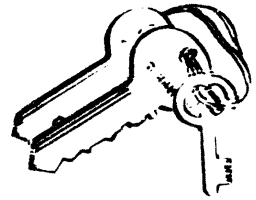
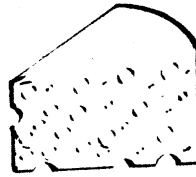
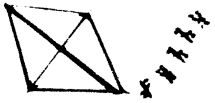
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White

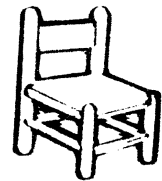
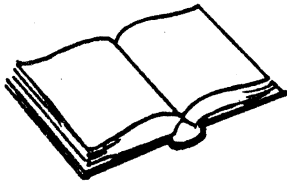
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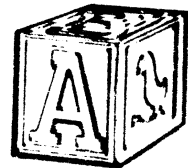
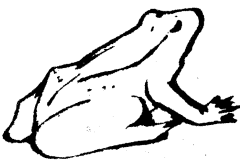
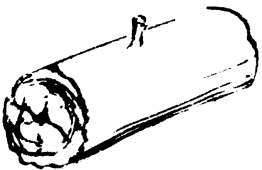
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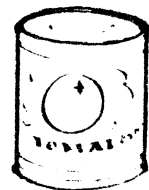
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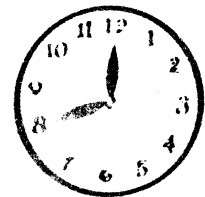
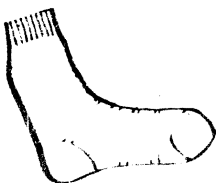
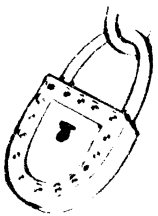
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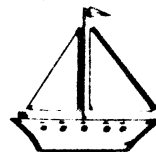
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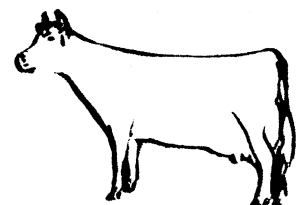
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6.

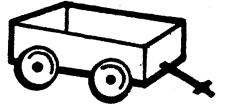
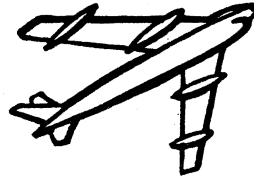


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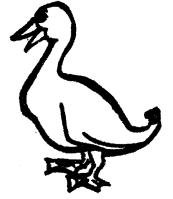


Total _____

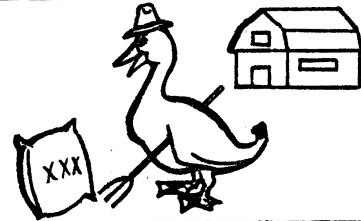
Sample



1.



2.



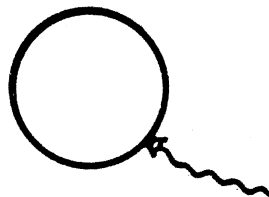
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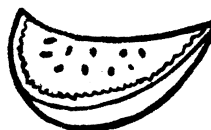
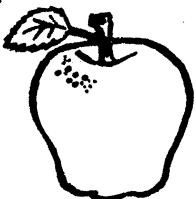
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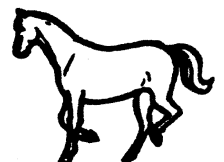
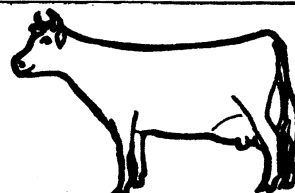
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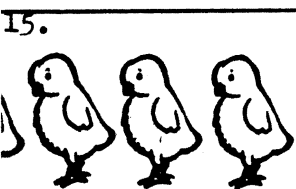
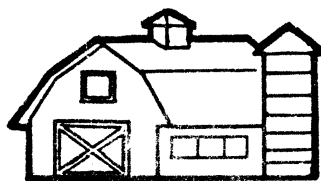
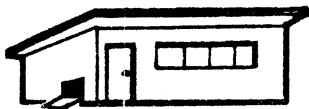
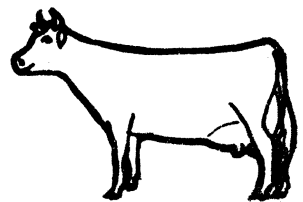
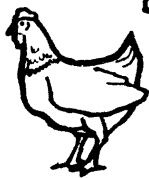
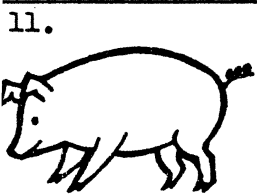
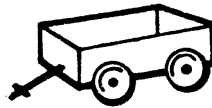
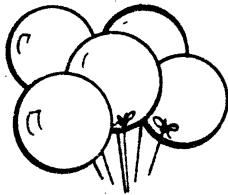
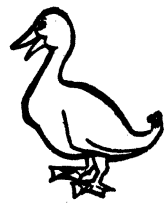
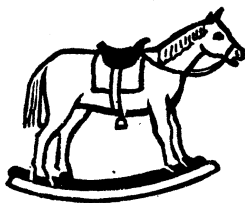
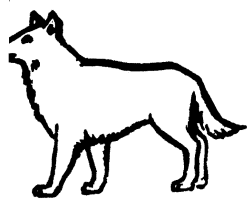


6.



7.





Pupil's Name _____ Date of Testing _____
 Day Month Year

Boy _____ Girl _____ School _____ Date of Birth _____
 Day Month Year

City _____ State _____ Pupil's Age _____
 Years Months

Teacher _____ Number of Months in Kindergarten _____

<u>Test Results</u>	<u>Possible Score</u>	<u>Child's Score</u>
1. Writing My Name Test	2	_____
2. Colors of the Spectrum	2	_____
3. Science, Health and Social Studies	15	_____
4. Numbers	21	_____
5. Handwriting	8	_____
6. Reading	15	_____
7. Visual Discrimination	15	_____
8. Auditory Discrimination	7	_____
9. Listening Comprehension	15	_____
Total Reading Score (Tests 6,7,8 & 9)	52	_____
TOTAL SCHOOL READINESS	100	_____

THE CONTEMPORARY SCHOOL READINESS TEST

By: Clara Theresa Elbert, M.A.

FOR GROUP USE

FORM A

INTRODUCTION

In the present civilization the word "change" probably characterizes more things than any other word in the English language. Means of communication have shown the most obvious and rapid changes in recent years, although industrial technology has followed this speed of transformation closely. But not all things change equally fast. Social change is much slower, particularly in some parts of the world. Probably the element in modern society which is slowest to change is education. Outstanding progress in education looks promising with the passage of the "Elementary and Secondary Education Act of 1965." Only time can record the results.

The author feels that this changing civilization has greatly influenced the pre-school child, and initial education has not changed sufficiently to meet the demands. The first grader of today comes to school with a much broader background than the first grader of twenty years ago.

Possibly one of the most outstanding causes of change has made television. Television has acquainted the child with both domestic and wild animals and shown him their habitats, characteristics and eating habits. Walt Disney has unfolded for the child many of the secrets of

nature. Through repetition of television commercials the child has learned to read words. He recognizes letters and can associate a name with them. Numbers have come to be more meaningful. Television has increased the child's speaking vocabulary to include such words as sputnik, computer and news comentator. Television has given the contemporary child a course in fundamental geography. He knows what the country looks like in the snowy wastes of the Arctic, the scorched deserts of Africa, and the teeming jungles of the Amazon. Television has provided the child from the lower socio-economic group with opportunities that would never have been his in travel, cultural opportunities and educational background.

Twenty years ago it was impossible to find for the first grader a library book written in his controlled reading vocabulary. Today there is an abundance of such literature on the market. Any interested parent can purchase such literature not only at bookstores but even at grocery stores or shopping centers.

Most parents are deeply concerned about the child's initial foundation in reading and, consequently, make great efforts to lay a wholesome foundation upon which a formal education can be built. They read to their children, they purchase educational toys which are on the market in abundance and they provide many travel opportunities. People the world over are improving themselves to live a better existance.

The author too, feels that we must improve. If the contemporary child has these wonderful opportunities for learning and if he comes to school with an enriched background then we as educators must provide the proper education to achieve such an aim. Coupled with this we must improve our testing techniques to meet the needs of today's children.

We, as educators, must heed the challenge of President Johnson. In his message to the Congress on January 4, 1965, he stated:

We must demand that our schools increase not only the quantity but the quality of America's education. For we recognize that nuclear age problems cannot be solved with horse and buggy learning. The three R's of our school system must be supported by the three T's:

Teachers who are superior, techniques of instruction that are modern, and thinking about education which places it first in all our plans and hopes.

Using this thesis as a basis the Contemporary School Readiness Test was constructed.

Success in learning at any level depends upon the readiness that the student brings to the learning. The Contemporary School Readiness Test is a diagnostic test designed primarily to predict the child's readiness for first grade learning. With the help of test results, children can be grouped early in their school life according to their readiness. The teacher can then gear her teaching to meet the individual needs of her pupils.

MATERIALS

Prior to beginning the test each child should have a test booklet, a pencil, an eraser and a box of at least eight color crayons. The examiner needs a copy of the test booklet for demonstration, the manual of directions, a copy of the story to be taught in test 6 and two sets of flash cards for the same test.

DIRECTIONS FOR THE TESTS

Before proceeding with the administration of the tests the examiner should carefully study the following instructions and suggestions:

1. The examiner should fill in the information called for on the

back page of the test booklet. She should do this in cursive writing rather than in manuscript. She may wish to fill in only the pupil's name before the booklets are passed and record the other information after the test is completed.

2. Pupils should be seated so that copying is not possible.
3. The test should be administered at the end of kindergarten or before the third full week of school in the first grade.
4. Use the chalkboard freely to show how pupils are to mark the pictures.
5. There are no time limits on the tests.
6. The administrator should follow the directions and wording as stated in the manual of directions. All directions should be given slowly and distinctly in a clear, natural, pleasant voice. In giving the tests, the examiner should stand so that all the pupils can see her and so that she can see each pupil as he works.
7. This is a group test designed to be given by the classroom teacher. Children should be tested in groups of fifteen unless a teacher-helper assists. In such case, the entire class can be tested together. The teacher-helper should study the directions manual and the test in detail before administering the test.
8. The test does not provide an adequate prediction of success for the children who are repeating the first grade.
9. For best results the test should be given in the morning of a Tuesday, Wednesday, or Thursday. The most satisfactory outcome has been secured when the tests are given in two sittings

on two different mornings.

SPECIFIC DIRECTIONS FOR ADMINISTRATION

The directions for the administrator will be in regular type. Specific directions for the children will be in capital letters. All the directions that appear in dark print are to be read aloud.

Before the test booklets are distributed to the children the administrator should teach the class to read the story that is connected with the Reading Test : Test 6.

Test 6 Reading

(Pin up the story chart so that all of the children can see it well.)

I AM GOING TO TEACH YOU SOMETHING THAT I THINK YOU WILL ENJOY. I AM GOING TO TEACH YOU HOW TO READ THIS STORY. MANY OF YOU ARE (OR WERE) ANXIOUS TO START THE FIRST GRADE SO THAT YOU COULD LEARN TO READ. READING IS WORK BUT WE WILL HAVE FUN WHILE WE ARE WORKING. (Point to the story chart.) THIS IS A STORY ABOUT A BOY NAMED BILLY. (Point to Billy on the chart.) BILLY IS TRYING TO CATCH THE BALL. LET ME READ THE STORY FOR YOU. (As you read each word of the story frame it with your hands.) BILLY CATCHES THE BROWN BALL. WOULD SOME OF YOU BOYS AND GIRLS LIKE TO READ THE STORY FOR ME? (Let three children read the story. If they make a mistake help them so that the story is read correctly. Leave the story chart so that all of the children can see it and begin to present the five words in isolation.)

(Hang up the flash card with the picture of Billy.) THIS IS A PICTURE OF BILLY. (Hang the word that says Billy below the picture.) AND THIS IS THE WORD THAT SAYS BILLY. CAN SOMEONE FIND BILLY'S NAME IN THE STORY? (Let one of the children find the word Billy in the story.)

(Frame the word with your hands.) YES, THIS WORD SAYS BILLY. (Hang

up the picture of the ball.) THIS IS A BALL. CAN SOMEONE FIND THE WORD BALL IN THE STORY? (Let one child find the word ball in the story. Frame the word with your hands.) YES, THIS WORD SAYS BALL. (Go back to the flash card that says Billy.) DO YOU REMEMBER WHAT THIS WORD SAYS? (Let the children answer the word in unison throughout the story presentation. Frame the word ball.) CAN YOU TELL ME WHAT THIS WORD SAYS? (Let the children answer in unison. Hang up the picture for the word brown.) THIS IS BROWN. (Hang the word brown below the picture.) AND THIS IS THE WORD THAT SAYS BROWN. (Go back to the flash card that says Billy.) DO YOU REMEMBER WHAT THIS WORD SAYS? (Let the children answer in unison. Frame the flash card that says ball.) WHAT DOES THIS WORD SAY? (Frame the word brown.) WHAT DOES THIS WORD SAY? (Let the children answer in unison. Hang up the picture for catches.) THIS PICTURE WILL HELP US REMEMBER THE WORD CATCHES. (Hang up the word catches.) THIS WORD SAYS CATCHES. CAN SOMEONE FIND THE WORD CATCHES IN THE STORY? (Let one child find the word catches. Frame it with your hands.) YES, THIS WORD SAYS CATCHES. (Go back to the flash card that says Billy.) WHAT DOES THIS WORD SAY? (Let the children answer in unison. Frame the word ball.) WHAT DOES THIS WORD SAY? (Let the children answer in unison. Frame the word ball. WHAT DOES THIS WORD SAY? (Let the children answer in unison. Frame the word brown.) WHAT DOES THIS WORD SAY? (Let the children answer in unison. Frame the word catches.) WHAT DOES THIS WORD SAY? NOW, LET ME SHOW YOU THE LAST WORD. WE DON'T HAVE A PICTURE TO GO WITH THIS WORD SO WE WILL HAVE TO REMEMBER IT WITHOUT A PICTURE. (Hand up the word the. Frame the word the.) THIS WORD SAYS THE. CAN SOMEONE FIND THE WORD THE IN THE STORY? (Let one child find the word the.

Frame it with your hands.) YES, THIS WORD SAYS THE. (Go back to the flash card that says Billy.) WHAT DOES THIS WORD SAY? (Let the children answer in unison. Remove all of the pictures for the words.) NOW, LET'S SEE IF YOU CAN STILL REMEMBER THE WORDS. (Frame the word Billy. Let the children answer in unison. Frame the word ball. Let the children answer in unison. Frame the word brown. Let the children answer in unison. Frame the word catches. Let the children answer in unison. Frame the word the. Let the children answer in unison.)

Take the five word flash cards down and put them in the following order: Billy, brown, ball, the, catches. (Hold up the flash cards so that all of the children can see.) I AM GOING TO SHOW YOU THE WORDS AND I WANT YOU ALL TO TELL WHAT THEY SAY.

Present: Billy, brown, ball, the, catches. (Let the children answer in unison.) I AM GOING TO SHOW YOU THE WORDS AGAIN AND I WANT YOU TO TELL ME WHAT THEY SAY.

Present: brown, the, Billy, catches, ball. (Let the children answer in unison.) I WILL SHOW YOU THE WORDS ONCE MORE AND I WANT YOU TO TELL ME WHAT THEY SAY.

Present: the, Billy, catches, ball, brown. (Return to the story chart. Frame the words as the children read the story in unison.) NOW, READ THE STORY FOR ME.

Remove the chart and all of the flash cards from the children's sight.

TEST 1: WRITING MY NAME TEST

(This test is on the cover of the test booklet. The children will need a pencil and an eraser for this test.) SOME OF YOU KNOW HOW

TO WRITE YOUR NAME AND SOME OF YOU DO NOT. WE WILL TEACH YOU HOW TO WRITE YOUR NAME IN THE FIRST GRADE. BUT, IF YOU DO KNOW HOW TO WRITE YOUR NAME, TAKE YOUR PENCIL AND WRITE YOUR NAME IN THE BOX BELOW THE LITTLE GIRL THAT IS PLAYING WITH BLOCKS.

(Demonstrate with your booklet by pointing to the box for their name.)

TEST 2: COLORS OF THE SPECTRUM

(This test is on the cover of the test booklet. The children will need a box of at least the eight primary colors for the test.)

WE ARE GOING TO COLOR THE BLOCKS WITH WHICH THE LITTLE GIRL IS PLAYING. WE SHALL START COLORING THE BOTTOM BLOCK AND WILL WORK UP UNTIL WE FINISH COLORING THE LAST BLOCK ON THE TOP. FIRST, WE SHALL COLOR THE BLOCK THAT IS CLOSEST TO THE FLOOR AND THAT IS RIGHT NEAR THE LITTLE GIRL'S SHOES.

1. COLOR THE BOTTOM BLOCK BY THE LITTLE GIRL'S SHOES RED.
2. AFTER THE RED BLOCK, COLOR THE NEXT BLOCK BLUE.
3. AFTER THE BLUE BLOCK, COLOR THE NEXT BLOCK BROWN.
4. AFTER THE BROWN BLOCK, COLOR THE NEXT BLOCK YELLOW.
5. AFTER THE YELLOW BLOCK, COLOR THE NEXT BLOCK PURPLE.
6. AFTER THE PURPLE BLOCK, COLOR THE NEXT BLOCK GREEN.
7. AFTER THE GREEN BLOCK, COLOR THE NEXT BLOCK ORANGE.
8. AFTER THE ORANGE BLOCK, COLOR THE TOP BLOCK BLACK.

TEST 3: SCIENCE, HEALTH, AND SOCIAL STUDIES

(Page 2 of the test booklet. Have the children use a dark colored crayon for marking.)

Sample: LOOK AT THE ROW OF PICTURES AT THE TOP OF THE PAGE. THERE IS

A HORN, A DUCK, A FISH AND AN APPLE. PUT A MARK ON THE FISH.

(Demonstrate at the chalkboard by making a big X.)

PUT THIS MARK ON THE FISH.

1. IN THE NEXT ROW, MARK THE ONE THAT GIVES US LIGHT DURING THE DAY.
2. IN THE NEXT ROW, MARK THE FRUIT.
3. IN THE NEXT ROW, MARK THE BEST ONE TO CALL IF YOUR HOUSE IN ON FIRE.
4. IN THE NEXT ROW, MARK THE SATELITE.
5. IN THE NEXT ROW, MARK THE ONE THAT WOULD BE USED TO MEASURE DISTANCE.
6. IN THE NEXT ROW, MARK THE ONE FORM WHICH WE GET BACON.
7. IN THE NEXT ROW, MARK THE ANTENNA. (turn to page 3)
8. IN THE NEXT ROW, MARK THE ONE THAT HATCHES FROM AN EGG.
9. IN THE NEXT ROW, MARK THE INSECT.
10. IN THE NEXT ROW, MARK THE ANIMAL THAT HIBERNATES DURING THE WINTER.
11. IN THE NEXT ROW, MARK THE TOOTH THAT HAS A CAVITY.
12. IN THE NEXT ROW, MARK THE ONE THAT HOLDS RAIN.
13. IN THE NEXT ROW, MARK THE SIGN THAT TELLS ME THAT A SCHOOL CROSSING IS NEAR.
14. IN THE NEXT ROW, MARK THE ONE THAT SPINS SILK.
15. IN THE NEXT ROW, MARK THE ONE THAT WOULD BE USED TO SEND T.V. PICTURES TO ANOTHER COUNTRY.

(Since pre-school children have a short attention span, it is suggested that time be taken out for a relief drill.)

RELIEF DRILL

REACH UP HIGH TO TOUCH THE SKY,

CLAP, CLAP, CLAP.

TOUCH YOUR NOSE AND THEN YOUR TOES,

CLAP, CLAP, CLAP.

SHAKE YOUR HANDS, WHILE YOU STAND,

CLAP, CLAP, CLAP.

TURN AROUND AND THEN SIT DOWN,

CLAP, CLAP, CLAP.

TEST 4: NUMBERS

(Page 4 of the test booklet. Have the children use a dark colored crayon for marking.)

WE ARE GOING TO DO SOMETHING DIFFERENT IN EACH ROW ON THIS PAGE.

LISTEN CAREFULLY AND I WILL TELL YOU JUST WHAT TO DO.

1. IN THE ROW OF PICTURES AT THE TOP OF THE PAGE, MARK THE FOURTH BIRD HOUSE.
2. IN THE NEXT ROW, PUT MARKS ON EIGHT KITES.
3. IN THE NEXT ROW, MARK THE BASKET WITH THE FEWEST APPLES.
4. IN THE NEXT ROW, MARK THE NICKEL.
5. IN THE NEXT ROW, MARK THE PIECE OF PIE THAT IS ONE FOURTH A PIE.
6. IN THE NEXT ROW LOOK AT THE CUP CAKES. I WILL TELL YOU A STORY ABOUT THEM. TOMMY'S MOTHER GAVE HIM TWO CUP CAKES. WHEN HE WENT TO VISIT HIS GRANDMOTHER SHE GAVE HIM THREE MORE. PUT MARKS ON THE NUMBER OF CUPCAKES THAT TOMMY HAD ALTOGETHER.

(repeat item)

7. IN THE NEXT ROW, LOOK AT THE PIGGIE BANKS. I WILL TELL YOU A STORY ABOUT THEM. AT THE DIME STORE THERE WERE FIVE PIGGIE BANKS ON THE SHELF. A LITTLE GIRL BUMPED AGAINST THE SHELF AND TWO OF THE BANKS FELL AND BROKE. PUT MARKS ON THE NUMBER OF BANKS THAT WERE LEFT.

(repeat item)

- 8, 9, 10. IN THE ROW AT THE BOTTOM OF THE PAGE WE HAVE MOST OF THE NUMBERS FROM ONE TO TEN. PUT IN THE NUMBERS THAT ARE MISSING.

(Turn to page 5)

Sample: LOOK AT THE ROW OF PICTURES AT THE TOP OF THE PAGE. THERE IS A BOX OF DOLLS, SOME DRUMS, SOME TREES AND SOME SNOWMEN. WE WANT TO FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES. COULD SOMEONE TELL ME WHICH TWO BOXES HAVE THE SAME NUMBER OF PICTURES. (Let a child give the answer.) SINCE THERE ARE THE SAME NUMBER OF TREES AS THERE ARE DOLLS WE SHALL PUT A MARK ON THE BOX OF DOLLS AND A MARK ON THE BOX OF TREES. (Demonstrate at the chalkboard by making a big X.)

11. IN THE NEXT ROW, BEGINNING WITH THE KEYS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
12. IN THE NEXT ROW, BEGINNING WITH THE STARS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
13. IN THE NEXT ROW, BEGINNING WITH THE PIGS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
14. IN THE NEXT ROW, BEGINNING WITH THE ICE CREAM BARS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.
15. IN THE NEXT ROW, BEGINNING WITH THE BUTTONS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.

(Let the children use their pencils for marking the last part of the test.)

AT THE BOTTOM OF THE PAGE THERE ARE SOME LITTLE BOXES WITH PICTURES IN THEM. WE ARE GOING TO COUNT THE NUMBER OF PICTURES AND PUT THE NUMBER THAT TELLS HOW MANY RIGHT BESIDE THE PICTURES.

16. IN THE FIRST BOX THERE ARE SOME ICE CREAM CONES. COUNT THE ICE CREAM CONES AND PUT THE NUMBER THAT TELLS HOW MANY ICE CREAM CONES BESIDE THE ICE CREAM CONES.
17. IN THE NEXT BOX COUNT THE JACK-O-LANTERNS. PUT THE NUMBER THAT TELLS HOW MANY JACK-O-LANTERNS BESIDE THE JACK-O-LANTERNS.
18. IN THE NEXT BOX COUNT THE BASEBALLS. PUT THE NUMBER THAT TELLS HOW MANY BASEBALLS BESIDE THE BASEBALLS.
19. IN THE NEXT BOX COUNT THE TEPEES. PUT THE NUMBER THAT TELLS HOW MANY TEPEES BESIDE THE TEPEES.
20. IN THE NEXT BOX COUNT THE BALLOONS. PUT THE NUMBER THAT TELLS HOW MANY BALLOONS BESIDE THE BALLOONS.
21. IN THE LAST BOX, COUNT THE HEARTS. PUT THE NUMBER THAT TELLS HOW MANY HEARTS NEXT TO THE HEARTS.

TEST 5: HANDWRITING READINESS

(Page 6 of the test booklet. Have the children use a pencil for the test.)

LOOK AT THE LINES OF WRITING AT THE TOP OF THIS PAGE. TAKE YOUR PENCIL AND COPY THE LETTERS AND WORDS RIGHT UNDERNEATH ON THE LINES IN YOUR BOOKLETS. TRY TO MAKE THEM LOOK JUST LIKE THE ONES ON THE BOOKLET.

(As you read the above demonstrate with your booklet.)

TEST 6: READING

(Page 6 of the test booklet. This part of the test is given individual-

ly. Approximately one hour after the children have been taught to read the story for the reading test each child should be checked individually on their memory of the story in context and the words in isolation. For the individual check the children should be out of hearing range of the other members of the class. First, the child should be asked, "Do you remember how to read this story? Please read it for me." The teacher should guide the reading with her hand. then the child should be checked on the words in isolation. Present the five word flash cards in the following order: the, Billy, ball, catches, brown. Ask the child, "Tell me what these words say." For all correct responses the child should be given a check in the appropriate space in his test booklet on page 6.

While the children are being checked on Test 6 the other members of the class can color the little girl on the test booklet cover.

(It is suggested that the remaining three tests be given at a second sitting.)

TEST 7: VISUAL DISCRIMINATION

(Page 7 of the test booklet. Have the children use a dark colored crayon for marking.)

Sample: LOOK AT THE ROW OF PICTURES AT THE TOP OF THE PAGE. THERE IS A LAMB, A LAMB, A BEAR AND A LAMB. WHO CAN TELL ME WHICH PICTURE IS NOT THE SAME AS THE REST? (Let a child give the answer.) THE BEAR IS NOT THE SAME AS THE OTHER PICTURES SO WE WILL PUT A MARK ON THE BEAR. (Demonstrate on the chalkboard by making a large X.) WE ARE GOING TO FIND THE PICTURE, OR NUMBER, OR LETTER THAT IS NOT THE SAME AS THE REST ON THIS PAGE AND ON THE NEXT PAGE. THERE IS ONE THAT

IS DIFFERENT IN EACH ROW. YOU FIND THE ONES THAT ARE DIFFERENT AND PUT MARKS ON THEM. I CANNOT HELP YOU. DO NOT SKIP ANY. DO AS WELL AS YOU CAN. YOU MAY BEGIN. (The administrator should watch closely to see that each child completes the the two pages.)

TEST 8: AUDITORY DISCRIMINATION

(Page 9 of the test booklet. Have the children use a dark colored crayon for marking.) THIS WILL BE A LISTENING GAME. I AM GOING TO SAY SOME WORDS AND I WANT YOU TO LISTEN VERY CLOSELY. (Say) TOWN, BROWN, CLOWN. WE SAY THAT THESE WORDS RHYME BECAUSE THEY ALL END WITH THE SAME SOUND. I WILL SAY SOME MORE WORDS THAT RHYME. TREE, ME, SEE (Wait a second.) BIG, PIG, JIG. LISTEN CAREFULLY AS THIS TIME IF WILL SAY ONE WORD THAT DOES NOT RHYME WITH THE REST. (Say) SHELL, ROCK, TELL, FELL. CAN SOMEONE TELL ME WHICH WORD DOES NOT RHYME WITH THE REST? (Let a child give the answer.) YES, ROCK DOES NOT RHYME WITH SHELL, TELL AND FELL BECAUSE IT DOES NOT END WITH THE SAME SOUND. NOW, LET US LOOK AT THE PICTURES AT THE TOP OF OUR BOOKLET. IN THE TOP ROW THERE IS A STAR, A CAR, A PIG AND A JAR. CAN SOMEONE TELL ME WHICH WORD DOES NOT RHYME WITH THE REST? (Let a child give the answer.) PIG DOES NOT RHYME WITH THE REST OF THE PICTURES SO WE WILL PUT A MARK ON THE PIG. (Demonstrate by putting an X on the chalkboard.)

1. IN THE NEXT ROW, THERE IS A KITE, PEAS, CHEESE AND KEYS. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
2. IN THE NEXT ROW, THERE IS BEAR, BOOK, HAIR AND CHAIR. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
3. IN THE NEXT ROW, THERE IS LOG, FROG, DOG AND BLOCK. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
4. IN THE NEXT ROW, THERE IS PAN, CAT, FAN AND CAN. MARK THE

PICTURE THAT DOES NOT RHYME WITH THE REST.

5. IN THE NEXT ROW, THERE IS LOCK, SOCK, DOLL AND CLOCK. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
6. IN THE NEXT ROW, THERE IS PIPE, COAT, BOAT AND GOAT. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
7. IN THE NEXT ROW, THERE IS PIE, TIE, FLY AND COW. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.

(Following administration of Test 8 it is suggested that the children stand for the following relief drill.)

BROWN BUNNY

MY NAME IS BROWN BUNNY,

AND I CAN HOP, HOP, HOP.

(Hop three times.)

MY EARS ARE LONG,

AND ARE WAY ON TOP.

(Make ears with hands.)

I CAN HOP AROUND,

AND I CAN WIGGLE MY NOSE.

(Do as the words indicate.)

AND BEST OF ALL,

I CAN THUMP MY TOES.

TEST 9: LISTENING COMPREHENSION

(Page 10 of the test booklet. Have the children use a dark colored crayon for marking.)

I AM GOING TO READ YOU SOME STORIES. LISTEN AS CAREFULLY AS YOU CAN AS I WILL ASK YOU SOME QUESTIONS AFTER I FINISH READING THE STORY.

Sample: JIMMY HAD A BIRTHDAY. HIS FATHER GAVE HIM A SAILBOAT

FOR HIS BIRTHDAY. IN THE ROW OF PICTURES AT THE TOP OF THE PAGE YOU SEE A BALL, A SAILBOAT, A PLANE AND A WAGON. WE WILL MARK THE ONE THAT SHOWS WHAT JIMMY'S FATHER GAVE HIM FOR HIS BIRTHDAY. SINCE JIMMY'S FATHER GAVE HIM A SAILBOAT, WE WILL PUT A MARK ON THE SAILBOAT. (Demonstrate on the chalk-board by making an X.)

LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

- I. PEPPI WAS A DUCK. PEPPI LOVED TO PLAY AND SPLASH IN THE MUD PUDDLES. WHENEVER IT RAINED, HE WOULD GO SPLASHING AROUND IN ALL OF THE PUDDLES THAT HE COULD FIND. IT WAS SO MUCH FUN TO JUMP IN THE PUDDLES AND SEE THE WATER GO FLYING UP AS HIS BIG FEET CAME DOWN PLUNK, WITH A SPLASH. PEPPI ALWAYS WENT BAREFOOTED BECAUSE IF HE WORE HIS SHOES HE WOULDN'T HAVE BEEN ABLE TO WADE IN THE PUDDLES.
 1. FIND THE ROW OF PICTURES UNDER THE THREE LITTLE CARS. (Demonstrate with booklet.) PUT A MARK ON THE PICTURE THAT SHOWS WHO THE STORY IS ABOUT.
 - 2, IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHAT PEPPI LIKED TO DO BEST.

LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

- II. PATTY LIVED ON A FARM. THE FARM HAD MANY TREES AROUND IT. ONE DAY WHILE PATTY WAS WALKING AMONG THE TREES SHE FOUND A BABY SQUIRREL. THE SQUIRREL HAD LOST HIS MOTHER. PATTY TOOK THE SQUIRREL HOME. SHE GAVE THE SQUIRREL A WARM BED AND SOME MILK FROM HER DOLL BOTTLE.
 3. FIND THE ROW OF PICTURES UNDER THE ICE CREAM CONES. (Demonstrate with booklet.) IN THE ROW OF PICTURES UNDER THE ICE

CREAM CONES MARK THE PICTURE THAT SHOWS WHAT PATTY FOUND.

4. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHAT PATTY USED TO FEED THE SQUIRREL.

LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

III. ONE DAY WHILE TIMMY WAS AT THE STORE WITH HIS MOTHER SHE BOUGHT HIM A PACKAGE OF SEEDS. THEY WERE CORN SEEDS. WHEN TIMMY GOT HOME HE PLANTED THE SEEDS IN HIS GARDEN. EACH DAY TIMMY WATERED THE SEEDS AND PULLED THE WEEDS FROM THE GARDEN. IT WASN'T LONG BEFORE LITTLE GREEN PLANTS PUSHED THEIR HEADS THROUGH THE GROUND. IN A COUPLE OF MONTHS TIMMY HAD BIG EARS OF CORN IN HIS GARDEN. WHEN GRANDMOTHER CAME TO VISIT, THE FAMILY HAD SOME OF TIMMY'S CORN FOR DINNER. THEY WERE EVEN ABLE TO USE THE CORN COBS. THEY FED THEM TO THE PIGS.

5. FIND THE ROW OF PICTURES UNDER THE BALLOONS. (Demonstrate with booklet.) IN THE ROW OF PICTURES UNDER THE BALLOONS MARK THE PICTURE OF WHAT TIMMY'S MOTHER BOUGHT HIM AT THE STORE.

6. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHAT TIMMY GREW IN HIS GARDEN.

7. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHO ATE THE CORN COBS.

LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

IV. BOBBY CHIPPER WAS A LITTLE CHIPMUNK THAT PLAYED IN THE TREES OF A PARK ALL DAY. BUT BOBBY WAS NOT HAPPY. HE WATCHED THE BIRDS FLY AND BOBBY WANTED TO FLY TOO. ONE DAY HE SAW A CIRCUS CLOWN COMING DOWN THE STREET. THE CLOWN HAD MANY BALLOONS. ONE BALLOON FLEW AWAY. THAT GAVE BOBBY CHIPMUNK

AN IDEA. BOBBY DROPPED DOWN FROM THE TREE ON TO THE SHOULDER OF THE CLOWN. THE CLOWN JUMPED AND LET GO OF ALL OF THE BALLOONS. BOBBY CAUGHT THE BALLOONS AND UP HE WENT INTO THE AIR. HE WAS FLYING. AFTER A WHILE BOBBY WANTED TO STOP FLYING AND COME DOWN BUT HE COULD NOT GET DOWN. BOBBY MET A BLUEBIRD AND ASKED "WHAT SHALL I DO?" "LET GO OG ONE BALLOON AT A TIME," SAID THE BLUEBIRD. BOBBY DID WHAT THE BLUEBIRD TOLD HIM AND CAME DOWN SLOWLY. HE LANDED IN A TREE. AFTER THAT BOBBY CHIPMUNK DIDN'T WANT TO FLY AGAIN.

(Have the children open to page 11 of the test booklet.)

8. IN THE ROW AT THE TOP OF THE PAGE, MARK THE PICTURE THAT SHOWS WHO THE STORY WAS ABOUT.
9. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHO BOBBY MET COMING DOWN THE STREET.
10. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHAT BOBBY USED TO TAKE A RIDE.
11. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHO TOLD BOBBY WHAT TO DO WHEN HE WAS IN TROUBLE.

LOOK UP AT ME WHILE I READ YOU THE LAST STORY.

- V. TOM AND MARY HAD A BIG HEN WHO THEY CALLED PECK. PECK WAS WHITE AND SHE LAID WHILE EGGS. EACH DAY WHEN MARY WENT TO THE BARN SHE WOULD PICK UP THE EGGS THAT PECK LAID. ONE DAY MARY WENT TO THE BARN TO GET THE EGGS BUT PECK WOULD NOT GET OFF HER NEST. MARY WALKED AROUND PECK TO SEE IF SHE COULD SEE WHAT WAS THE TROUBLE. MARY SAW A LITTLE BLACK TAIL STICKING OUT FROM UNDER PECK. IT WAS THE TAIL OF A LITTLE KITTEN. MARY PICKED UP PECK AND UNDER HER WAS A FAMILY OF FOUR LITTLE

KITTENS. PECK HAD A FUNNY FAMILY.

12. FIND THE ROW OF PICTURES UNDER THE CARS. (Demonstrate with your booklet.) IN THE ROW OF PICTURES UNDER THE CARS MARK THE PICTURE THAT SHOWS WHO THE STORY WAS ABOUT.
13. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHERE PECK LAID HER EGGS.
14. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS THE ONE THAT WENT TO GET PECK'S EGGS.
15. IN THE LAST ROW, MARK THE PICTURE THAT SHOWS WHAT MARY SAW WHEN SHE PICKED UP HER HEN, PECK.

TO SCORE THE TESTS

Each of the eleven pages of the test booklet is scored by counting the number of correct responses. Scoring the test pages requires the use of the scoring frame, the last page of the pupil's test booklet, and the test pages themselves. The total possible score of the entire test booklet is 100 points.

TEST 1: WRITING MY NAME TEST

Possible score - 2

If the first name has been written in a readable manner the child receives one point. If both the first name and the last name have been written in a readable manner the child receives two points.

TEST 2: COLORS OF THE SPECTRUM

Possible score - 2

If at least five of the blocks on the test cover have been colored correctly, the child receives one point. If all eight blocks are correctly colored the child receives two points.

TEST 3: SCIENCE, HEALTH AND SOCIAL STUDIES

Possible score - 15

Do not count the sample. Use the correcting frame to check this test. If the child has marked more than one picture in a row he receives no credit for the item.

TEST 4: NUMBERS

Possible score - 21

Do not count the sample. Use the correcting frame to check this test. The answers for the Number Test appear down the side of the correcting frame. Items 16, 17, 18, 19, 20 and 21 can be counted correct even if the numbers are written backwards. The test items are to check the child's concept of the numbers and their relation to the numeral.

TEST 5: HANDWRITING

Possible score - 8

The child receives a point for each letter reproduced on the top line and a point for each word reproduced on the bottom line. The letters and words must be reproduced in a reasonably legible manner.

TEST 6: READING

Possible score - 15

The child receives one point for each word he can remember in context and two points for each of the words he can remember in isolation. This test must be checked individually. Each child should be taken by the administrator or teacher helper out of hearing range of the other children. Ask the child to read the story in context first say-

ing, "Do you remember how to read this story?" "Please read it as well as you can for me." The administrator should guide his hand under the words as they are being read. Then, the child should read the words from the flash cards. The administrator should say, "See if you can remember these words. What does this word say?" Present each of the five words in the order designated in the test booklet on page 6 column 2. Mark the correct answers in the child's booklet. It will take about two minutes to check each child. The rest of the children could finish coloring the cover of their test booklet.

TEST 7 VISUAL DISCRIMINATION

Possible score - 15

Do not count the sample. Use the correcting frame to check the test. If the child has marked more than one item in a row he receives no credit for the item.

TEST 8 AUDITORY DISCRIMINATION

Possible score - 7

Do not count the sample. Use the correcting frame to check the test. If the child has marked more than one item in a row he receives no credit for the item.

TEST 9 LISTENING COMPREHENSION

Possible score - 15

Do not count the sample. Use the correcting frame to check the test. If the child has marked more than one item in a row, he receives no credit for the item.

VALIDATION OF THE TESTS

To be effective, any diagnostic measure must possess both a high degree of validity and a high degree of reliability.

Work on the Contemporary School Readiness Test was begun in 1961. During September, 1961, 311 first graders were given the initial form of the test which contained fifteen sub-tests and over 300 items. The median raw score on the test results was 159, while the range of the raw scores was from 201 to 62. Following correction and item analysis good items were retained and poor items discarded. The items were then paired for difficulty in terms of the per cent passing each item as a result of the item analysis. Five entire sub-tests which did not contribute materially to knowledge of children's readiness for school were eliminated.

The revised forms of the test were administered during the second week of September, 1963. The author personally administered Forms A and B to more than 300 first graders in the Great Falls, Montana, area. Each of the 305 pupils was given both Form A and Form B of the test. The rotation technique was used in the administration of the tests. The item analysis was repeated on all of the items. As a result of this computation, the items were again paired for difficulty in terms of the per cent passing each item.

Five-, six-, and seven-year-olds were given the revised Form A and Form B of the Contemporary School Readiness Test in January of 1964. A sampling of over 100 children was used. Each child was given both Form A and Form B of the test. The rotation technique again being used. In April, 1964, seven months after administration of the Contemporary School Readiness Test, the classroom teachers administered the Metropolitan Achievement Tests, to 119 of the 305 children who took the readiness tests on September. Raw scores obtained on the two tests were correlated to obtain validity scores. Following the January, 1964 ad-

ministration of the tests the item analysis for each item was again computed. The items were again paired for difficulty.

During January of 1965 the tests were again administered to over 100 five-, six-, and seven-year-olds. The scores that the children received on Form A were correlated with those received on Form B to obtain a reliability score. At the beginning of May, 1965, sixty five of the 100 children were given the Metropolitan Achievement Test. The raw scores obtained on the two tests were correlated to secure validity scores.

During the second week of September, 1965, 265 first graders took the final form of the Contemporary School Readiness Test. The children attended schools in Montana, Idaho and Washington. The tests were administered with the purpose of using the scores to set up norms for the Contemporary School Readiness Test.

RELIABILITY

The reliability of the Contemporary School Readiness Test, was determined for 100 entering first grade pupils in January, 1964. The scores received on Form A of the test were correlated with the scores received on Form B. The correlation of these two sets of scores was $+.96$. The Person Product-Moment Correlation technique was used. The reliability of the Contemporary School Readiness Test, was again computed following administration of the tests to another 100 five-, six-, and seven-year-olds in January, 1965. The same technique was used. The correlation of these two sets of scores was $+.97$.

VALIDITY

The predictive value of the test was determined by correlating the raw scores made on the Contemporary School Readiness Test, with the child-

ren's scores on the Metropolitan Achievement Test, given at the end of the year. The correlation coefficients are given below for 102 pupils attending four first grade classes, January, 1964.

Correlations of the sub-tests with the total

Visual Discrimination	.457
Auditory Discrimination	.634
Listening Comprehension	.671
Reading	.602
Total Reading Score	.925
Science, Health and Social Studies	.812
Numbers	.699
Handwriting	.702

Correlation of the Contemporary School Readiness Test with
the Metropolitan Achievement Test

Predictive validity	.886
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The correlation coefficients are given below for 100 pupils that attended four first grade classes in January 1965.

Correlation of the <u>Contemporary School Readiness Test</u> with the <u>Metropolitan Achievement Test</u> (Total raw scores)	.903
Correlation of the <u>Contemporary School Readiness Test</u> with the <u>Metropolitan Achievement Test</u> (Total Reading scores)	.826
Correlation of the <u>Contemporary School Readiness Test</u> with the <u>Metropolitan Achievement Test</u> (Total Number scores)	.596

NORMS

The Contemporary School Readiness Test has been standardized from the scores of 265 first grade children. The total sample was about evenly divided between boys and girls, in Montana, Idaho and Washington.

The children came from varied socio-economic backgrounds. There is no evidence to be found in this study that regional origin of children of the ages involved characterizes them in so far as readiness for school is concerned. The range of scores together with the per centiles are given below:

Centile Norms

Raw Score	Centile	Raw Score	Centile	Raw Score	Centile
100	99+	60	25	20	2
99	99+	59	25	19	2
98	99+	58	24	18	2
97	99	57	23	17	2
96	98	56	23	16	2
95	98	55	22	15	2
94	96	54	21	14	1
93	95	53	20	13	1
92	91	52	19	12	1
91	89	51	18	11	1
90	87	50	17	10	
89	84	49	15	9	
88	83	48	14	8	
87	78	47	13	7	
86	76	46	12	6	
85	75	45	12	5	
84	73	44	11	4	
83	70	43	10	3	
82	67	42	9	2	
81	64	41	9	1	
80	63	40	8		
79	60	39	8		
78	59	38	7		
77	56	37	6		
76	53	36	6		
75	51	35	5		
74	50	34	5		
73	47	33	5		
72	45	32	5		
71	42	31	4		
70	41	30	4		
69	40	29	4		
68	39	28	3		
67	37	27	3		
66	36	26	3		
65	33	25	3		
64	32	24	3		
63	30	23	3		
62	28	22	2		
61	27	21	2		

LEVEL OF SCHOOL READINESS

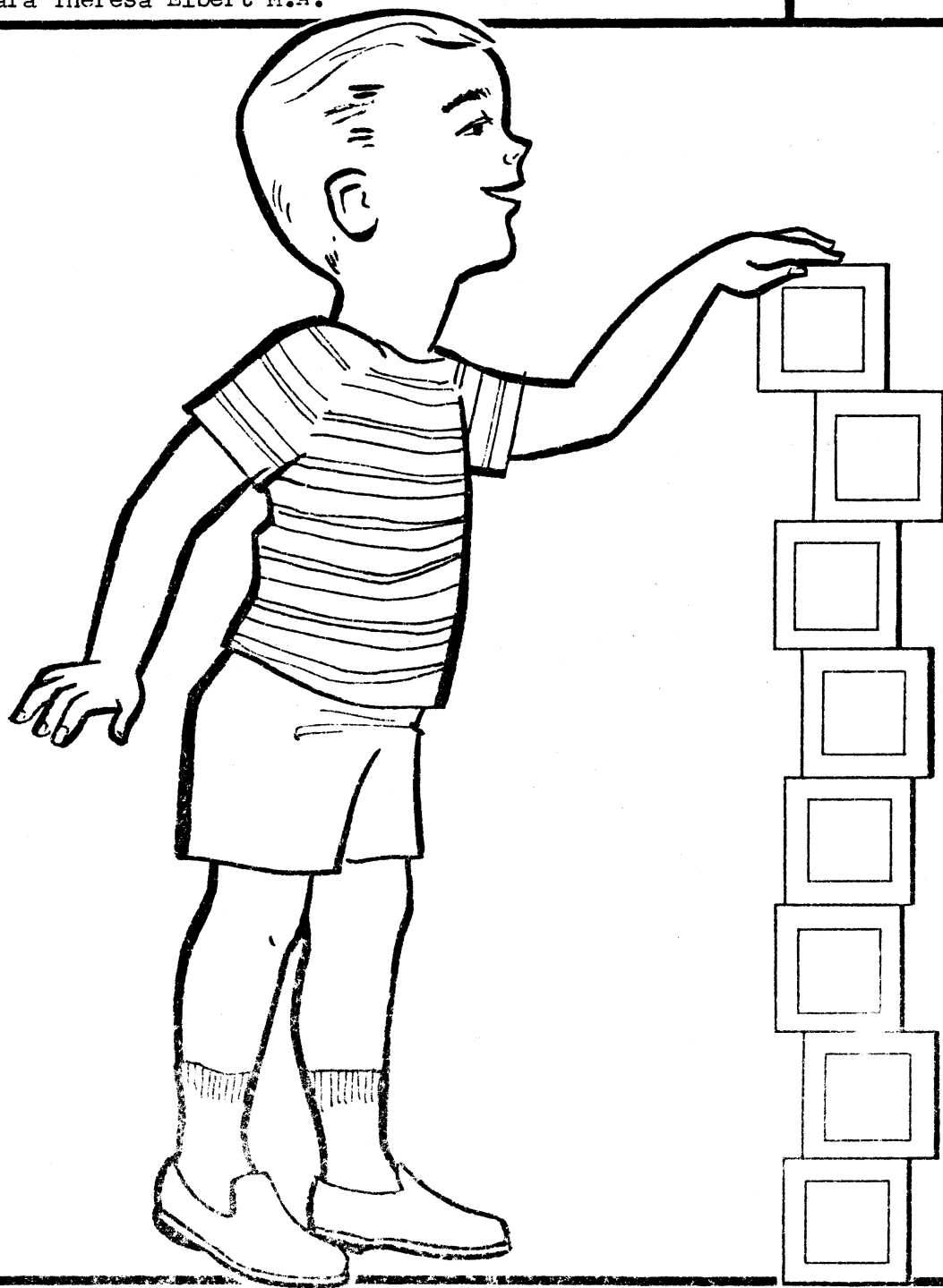
Letter Rating	Centile Limits	Status
<hr/>		
A	98 - 100	Superior - Should begin to read right away. Should produce excellent work.
B	83 - 96	Very Good - Should be able to master first grade material with considerable ease and speed.
C+	68 - 78	High Average - Should be able to produce satisfactory work.
C	33 - 67	Average - Likely to succeed in first grade work.
C-	17 - 32	Low Average - Learning can be accomplished but the child should not be pushed.
D	4 - 16	Below Average - Likely to have difficulty in mastering first grade material.
F	1 - 3	Failure - The child is not ready for school. Further kindergarten work is essential.

The Contemporary SCHOOL READINESS TEST

by Sr. Clara Theresa Elbert M.A.

FORM

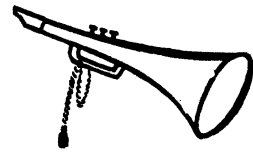
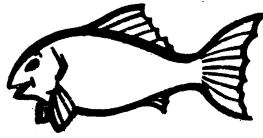
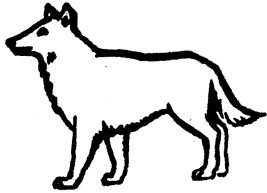
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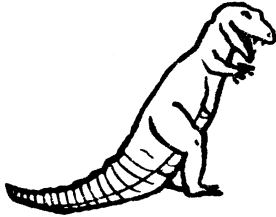
I CAN WRITE MY NAME

A large, empty, rounded rectangular box for writing the child's name.

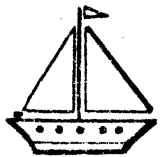
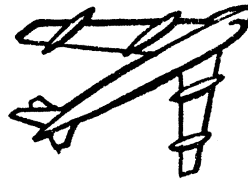
Sample



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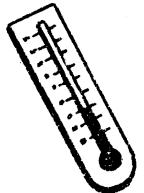
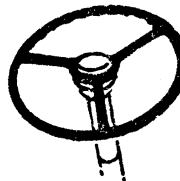
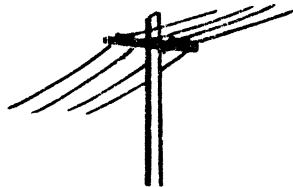
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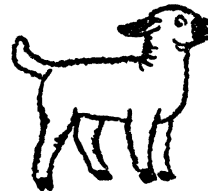
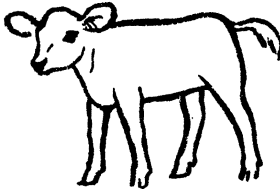
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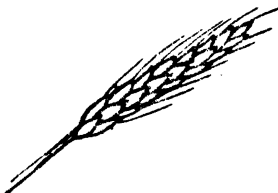
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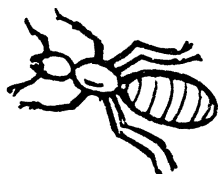
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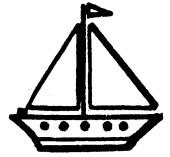
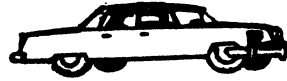
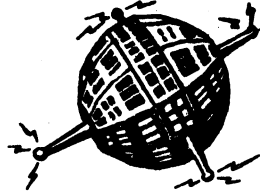
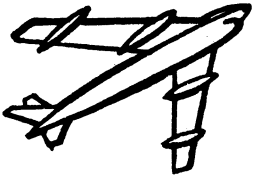
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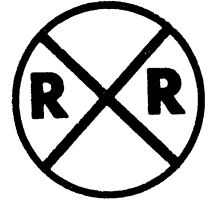
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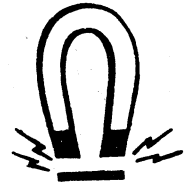
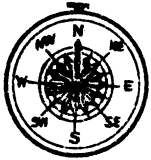
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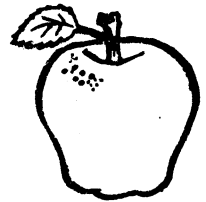
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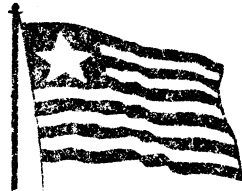
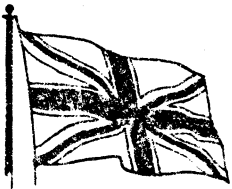
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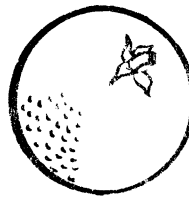
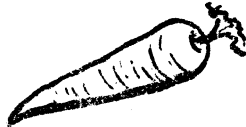
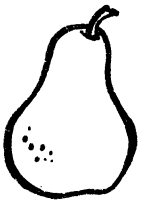
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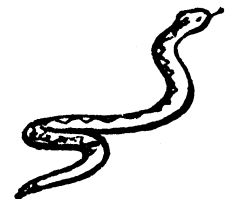
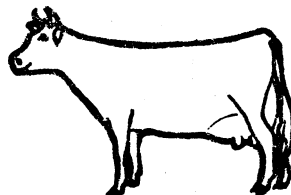
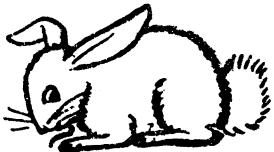
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Total _____

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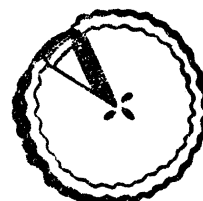
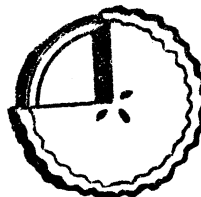
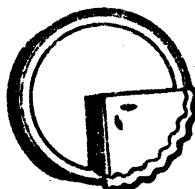
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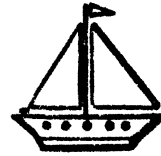
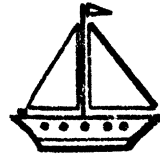
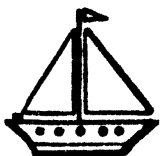
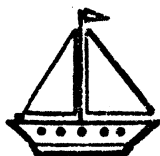
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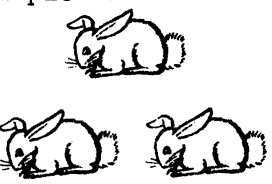
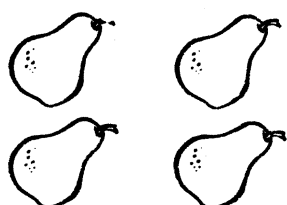


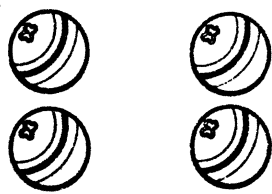

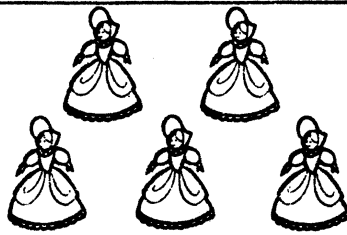
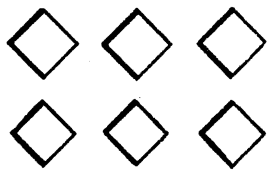
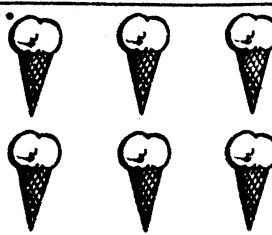
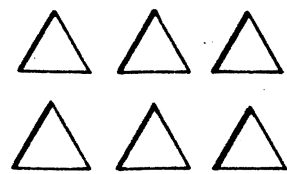

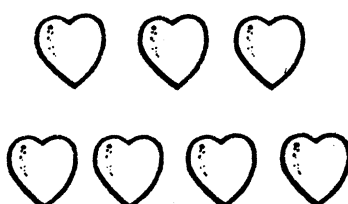
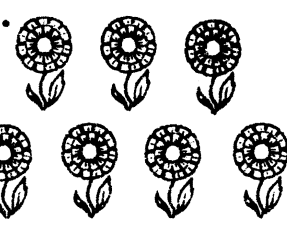
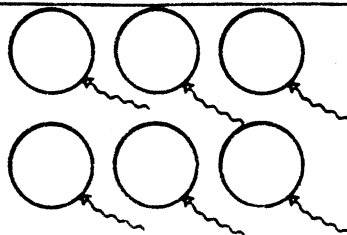
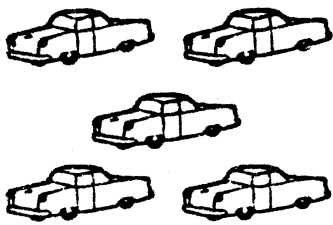

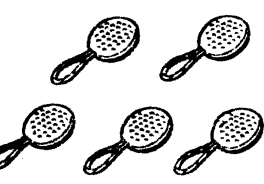
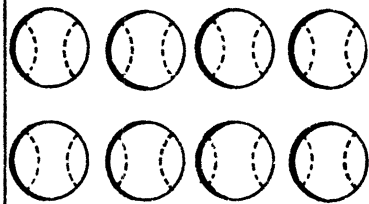
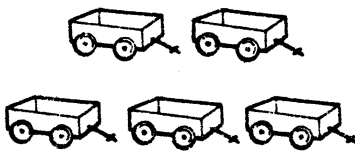
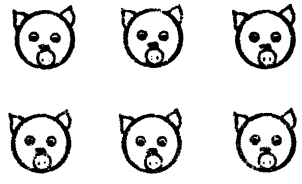
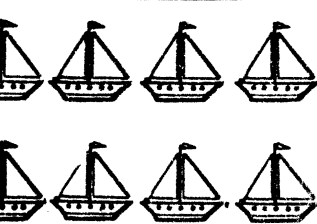
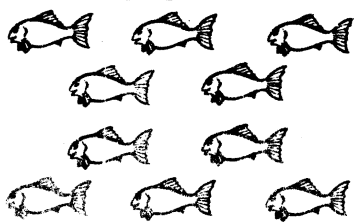
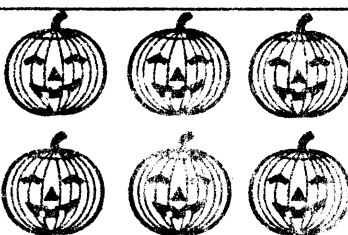
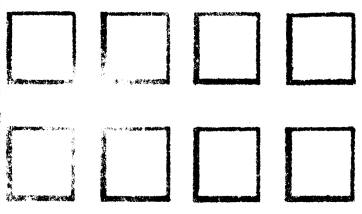


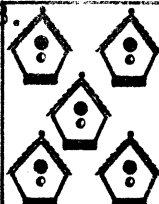

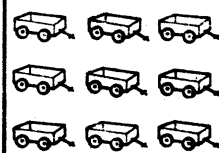
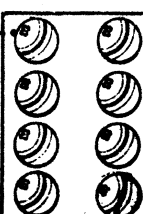
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ample 			
			
			
			
			
			
	17. 	18. 	
	20. 	21. 	

Total _____

d e j s

Look at me run.

Possible Score
Number Correct 8

Test 6B Reading

Reading in Context
(1 point each)

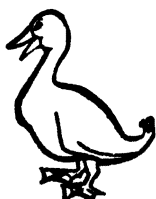
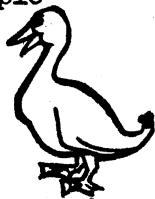
- 1. Susan
- 2. jumps
- 3. over
- 4. the
- 5. rope
- Total

Isolated Word Recognition
(2 points each)

- 1. over
- 2. Susan
- 3. the
- 4. rope
- 5. jumps
- Total

Complete Total

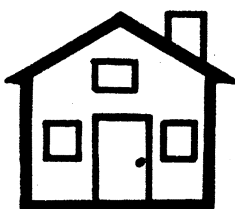
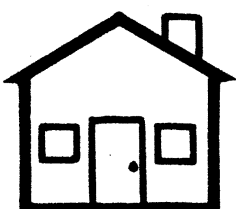
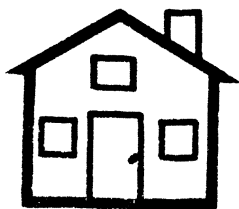
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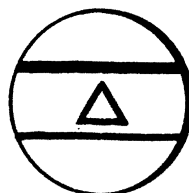
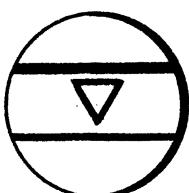
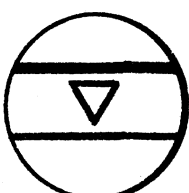
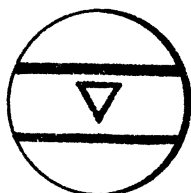
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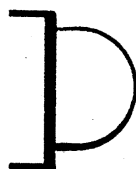
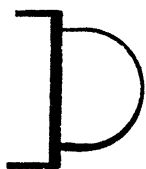
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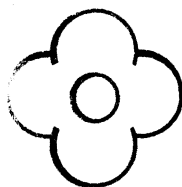
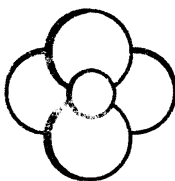
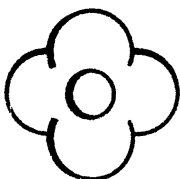
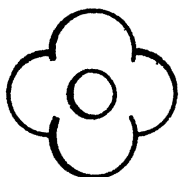
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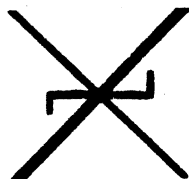
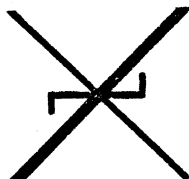
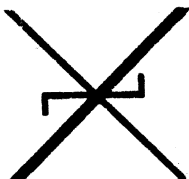
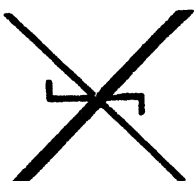
4.



5.



6.



7.



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Angels

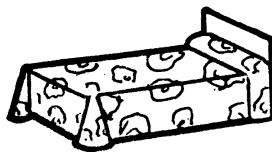
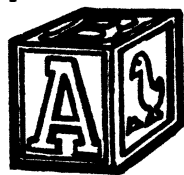
Animal

Animal

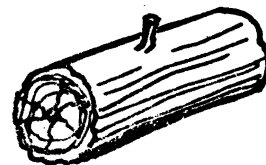
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Total _____

Sample



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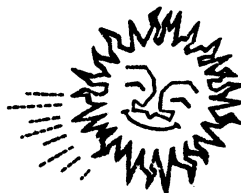
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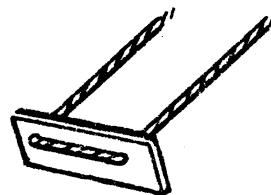
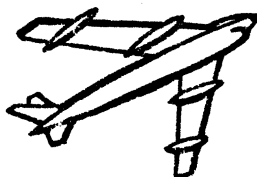
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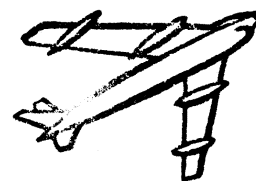
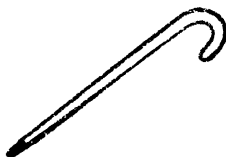
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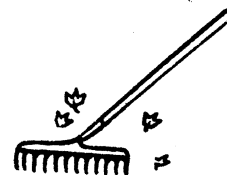
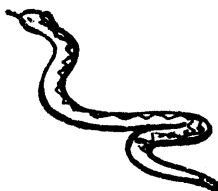
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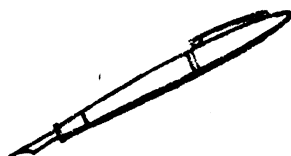
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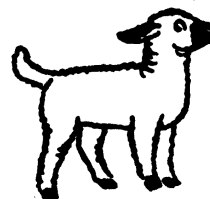
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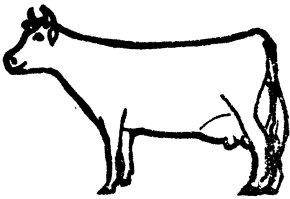
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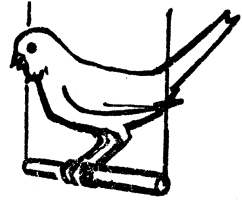
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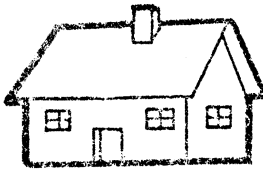
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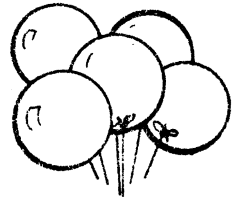
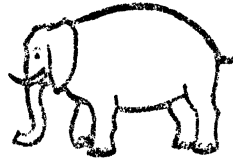
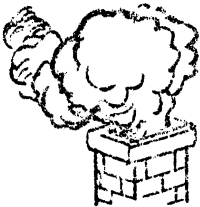
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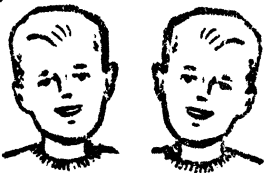
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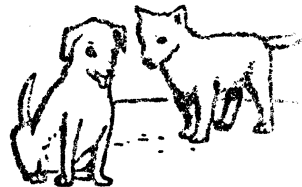
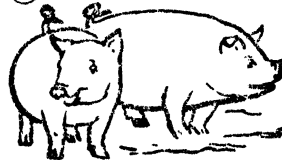
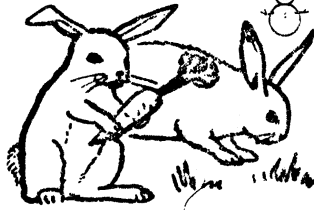
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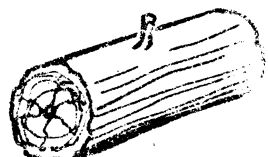
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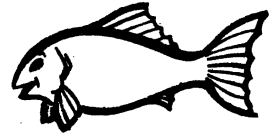
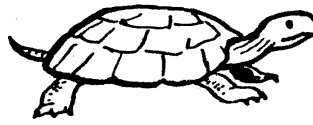
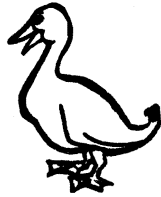
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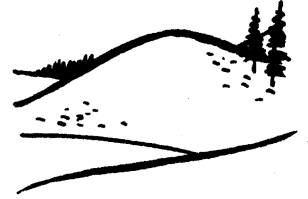
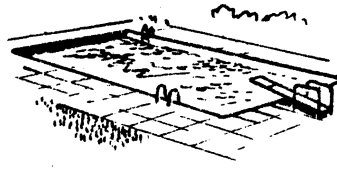
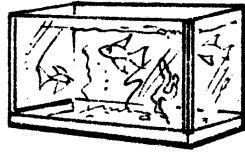
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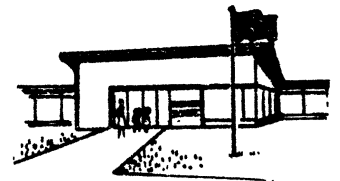
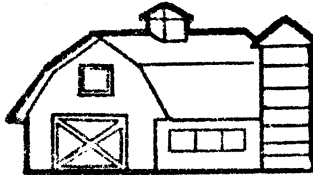
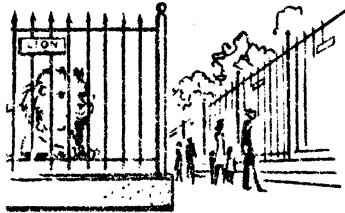
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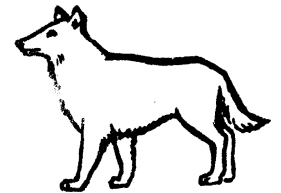
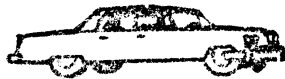
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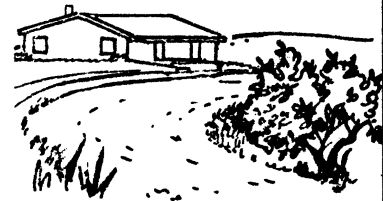
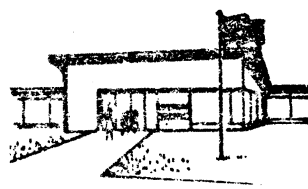
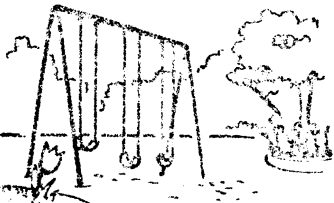
12.



13.



14.



15.



Total _____

Pupil's Name _____ Date of Testing _____
 Day Month Year

Boy _____ Girl _____ School _____ Date of Birth _____
 Day Month Year

City _____ State _____ Pupil's Age _____
 Years Months

Teacher _____ Number of Months in Kindergarten _____

<u>Test Results</u>	<u>Possible Score</u>	<u>Child's Score</u>
1. Writing My Name Test	2	_____
2. Colors of the Spectrum	2	_____
3. Science, Health and Social Studies	15	_____
4. Numbers	21	_____
5. Handwriting	8	_____
6. Reading	15	_____
7. Visual Discrimination	15	_____
8. Auditory Discrimination	7	_____
9. Listening Comprehension	15	_____
Total Reading Score (Tests 6,7,8 & 9)	52	_____
TOTAL SCHOOL READINESS	100	_____

THE CONTEMPORARY SCHOOL READINESS TEST

By: Clara Theresa Elbert, M.A.

FOR GROUP USE

FORM B

INTRODUCTION

In the present civilization the word "change" probably characterizes more things than any other word in the English Language. Means of communication have shown the most obvious and rapid changes in recent years, although industrial technology has followed this speed of transformation closely. But not all things change equally fast. Social change is much slower, particularly in some parts of the world. Probably the element in modern society which is slowest to change is education. Progress in education looks promising since the passage of the "Elementary and Secondary Education Act of 1965." Time will record the results.

The author feels that this changing civilization has greatly influenced the pre-school child, and initial education has not changed sufficiently to meet the demands. The first grader of today comes to school with a much broader background than the first grader of twenty years ago.

Possibly one of the most outstanding causes of change has been television. Television has acquainted the child with both domestic and wild animals and shown him their habitats, characteristics and eating habits. Walt Disney has unfolded for the child many of the secrets of

nature. Through repetition of television commercials the child has learned to read words. He recognizes letters and can associate a name with them. Numbers have come to be more meaningful. Television has increased the child's speaking vocabulary to include such words as sputnik, computer and news comentator. Television has given the contemporary child a course in fundamental geography. He knows what the country looks like in the snowy wastes of the Arctic, the scorched deserts of Africa, and the teeming jungles of the Amazon. Television has provided the child from the lower socio-economic group with opportunities that would never have been his in travel, cultural opportunities and educational background.

Twenty years ago it was impossible to find for the first grader a library book written in his controlled reading vocabulary. Today there is an abundance of such literature on the market. Any interested parent can purchase such literature not only at bookstores but even at grocery stores or shopping centers.

Most parents are deeply concerned about the child's initial foundation in reading and, consequently, make great efforts to lay a wholesome foundation upon which a formal education can be built. They read to their children, they purchase educational toys which are on the market in abundance and they provide many travel opportunities. People the world over are improving themselves to live a better existance.

The author too, feels that we must improve. If the contemporary child has these wonderful opportunities for learning and if he comes to school with an enriched background then we as educators must provide the proper education to achieve such an aim. Coupled with this we must improve our testing techniques to meet the needs of today's children.

We, as educators, must heed the challenge of President Johnson. In his message to the Congress on January 4, 1965, he stated:

We must demand that our schools increase not only the quantity but the quality of America's education. For we recognize that nuclear age problems cannot be solved with horse and buggy learning. The three R's of our school system must be supported by the three T's:

Teachers who are superior, techniques of instruction that are modern, and thinking about education which places it first in all our plans and hopes.

Using this thesis as a basis the Contemporary School Readiness Test was constructed.

Success in learning at any level depends upon the readiness that the student brings to the learning. The Contemporary School Readiness Test is a diagnostic test designed primarily to predict the child's readiness for first grade learning. With the help of test results, children can be grouped early in their school life according to their readiness. The teacher can then gear her teaching to meet the individual needs of her pupils.

MATERIALS

Prior to beginning the test each child should have a test booklet, a pencil, an eraser and a box of at least eight color crayons. The examiner needs a copy of the test booklet for demonstration, the manual of directions, a copy of the story to be taught in Test 6 and two sets of flash cards for the same test.

DIRECTIONS FOR THE TESTS

Before proceeding with the administration of the tests the examiner should carefully study the following instructions and suggestions:

1. The examiner should fill in the information called for on the

back page of the test booklet. She should do this in cursive writing rather than in manuscript. She may wish to fill in only the pupil's name before the booklets are passed and record the other information after the test is completed.

2. Pupils should be seated so that copying is not possible.
3. The test should be administered at the end of kindergarten or about the second week of the first grade.
4. Use the chalkboard freely to show the way pupils are to mark the pictures.
5. There are no time limits on the tests.
6. The administrator should follow the directions and wording as stated in the manual of directions. All directions should be given slowly and distinctly in a clear, natural, pleasant voice. In giving the tests, the examiner should stand so that all the pupils can see her and so that she can see each pupil as he works.
7. This is a group test designed to be given by the classroom teacher. Children should be tested in groups of fifteen unless a teacher-helper assists. In such case, the entire class can be tested together. The teacher-helper should study the directions manual and the test in detail before helping to administer the tests.
8. The test does not provide an adequate prediction of success for children who are repeating the first grade.
9. For best results the test should be given in the morning of a Tuesday, Wednesday or Thursday. The most satisfactory outcome has been secured when the tests are given in two sittings.

SPECIFIC DIRECTIONS FOR ADMINISTRATION

The directions for the administrator will be in regular type. Specific directions for the children will be in capital letters. All directions that appear in capital letters are to be read aloud.

Before the administrator distributes the test booklets she should teach the class to read the story that is connected with the Reading Test: Test 6.

TEST 6: READING

Begin by pinning up the story chart so that all of the children can see it well. I AM GOING TO TEACH YOU SOMETHING THAT I THINK THAT YOU WILL ENJOY. I AM GOING TO TEACH YOU HOW TO READ THIS STORY. MANY OF YOU ARE (OR WERE) ANXIOUS TO START THE FIRST GRADE AS YOU KNEW THAT YOU WOULD LEARN TO READ. READING IS WORK BUT WE WILL HAVE FUN WHILE WE ARE WORKING. (Point to the chart.) THIS IS A STORY ABOUT A LITTLE GIRL NAMED SUSAN. (Point to the picture of Susan on the chart.) SUSAN IS JUMPING ROPE. LET ME READ THE STORY FOR YOU. (As you read each word of the story frame it with your hands.) SUSAN JUMPS OVER THE ROPE . WOULD ONE OF YOU BOYS OR GIRLS LIKE TO READ THE STORY FOR ME? (Let three of the children read the story. If they make a mistake help them so that the story is read correctly. Leave the story chart so that all of the children can see it and begin to present the five words in isolation. Hang up the flash card with the picture of Susan.) THIS IS A PICTURE OF SUSAN. (Point to the word that says Susan below the picture.) AND THIS IS THE WORD THAT SAYS SUSAN. CAN SOMEONE FIND SUSAN'S NAME IN THE STORY? (Let one of the children find the word Susan in the story.) YES, THIS WORD SAYS SUSAN. (Frame the word with your hands. Hang up the picture of the rope.) THIS IS A ROPE. (Hang up the word rope

below the picture.) THIS WORD SAYS ROPE. CAN SOMEONE FIND THE WORD ROPE IN THE STORY? (Let one child find the word rope in the story.) YES, THIS WORD SAYS ROPE. (Frame the word rope with your hands. Go back to the flash card that says Susan.) DO YOU REMEMBER WHAT THIS WORD SAYS? (Let the children answer in unison throughout the story presentation. Frame the word rope with your hand.) AND CAN YOU TELL ME WHAT THIS WORD SAYS? (Let the children answer in unison. Hang up the picture for the word over.) THE PICTURE SHOWS SUSAN JUMPING OVER THE ROPE. WE WILL USE THIS PICTURE TO HELP US REMEMBER THE WORD OVER. (Hang the word over below the picture.) THIS WORD SAYS OVER. CAN SOMEONE FIND THE WORD OVER IN THE STORY? (Let one child find the word over. Frame the word with your hands.) YES, THIS WORD SAYS OVER. (GO back to the flash card that says rope.) WHAT DOES THIS WORD SAY? (Frame the flash card that says over.) AND, WHAT DOES THIS WORD SAY? (Hang up the picture for jumps.) THIS PICTURE WILL HELP US REMEMBER THE WORD JUMPS. (Hang the word jumps below the picture.) THIS WORD SAYS JUMPS. CAN SOMEONE FIND THE WORD JUMPS IN THE STORY? (Let one child find the word jumps. Frame it with your hands.) YES, THIS WORD SAYS JUMPS. (Go back to the flash card that says Susan. Frame the word Susan.) DO YOU REMEMBER WHAT THIS WORD SAYS? (Frame the word rope.) WHAT DOES THIS WORD SAY? (Frame the word over.) WHAT DOES THIS WORD SAY? (Frame the word jumps) AND, WHAT DOES THIS WORD SAY? NOW LET ME SHOW YOU THE LAST WORD. WE DON'T HAVE A PICTURE TO GO WITH THIS WORD SO WE WILL HAVE TO REMEMBER IT WITHOUT A PICTURE. (Hang up the word the. Frame the word the.) THIS WORD SAYS THE. CAN SOMEONE FIND THE WORD THE IN THE STORY? (Let one child find the word the. Frame the word with your hands.) YES, THIS WORD SAYS THE. (Go back to the

first flash card. Frame the word Susan.) WHAT DOES THIS WORD SAY?
 (Frame the word rope.) WHAT DOES THIS WORD SAY? (Frame the word jumps.)
 WHAT DOES THIS WORD SAY? (Frame the word the.) AND, WHAT DOES THIS
 WORD SAY? (Remove the pictures for all of the words.) NOW, LET'S
 SEE IF WE CAN STILL REMEMBER THE WORDS. (Frame the word Susan.) WHAT
 DOES THIS WORD SAY? (Frame the word rope.) WHAT DOES THIS WORD SAY?
 (Frame the word over.) WHAT DOES THIS WORD SAY? (Frame the word jumps.)
 WHAT DOES THIS WORD SAY? (Frame the word the.) AND, WHAT DOES THIS
 WORD SAY? (Take the five word flash cards down and put them in the follow-
 ing order: Susan, over, rope, jumps, the. Hold up the flash cards
 so that all of the children can see.) I AM GOING TO SHOW YOU THE WORDS
 AND I WANT YOU TO TELL ME WHAT THEY SAY. (Let the children answer in
 unison.) Present: jumps, the, Susan, rope, over. I AM GOING TO SHOW
 YOU THE WORDS AGAIN AND I WANT YOU TO TELL ME WHAT THEY SAY. (Let the
 children answer in unison.) Present: the, over, Susan, jumps, rope.
 NOW, LETS READ THE STORY. (Frame the words as the children read the
 story in unison. Remove the chart and all of the flash cards from the
 children's sight.

TEST 1 WRITING MY NAME TEST

(This test is on the cover of the test booklet. The children will
 need a pencil and an eraser for this test.) SOME OF YOU KNOW HOW TO
 WRITE YOUR NAME AND SOME OF YOU DO NOT. WE WILL TEACH YOU HOW TO WRITE
 YOUR NAME IN THE FIRST GRADE. BUT, IF YOU DO KNOW HOW TO WRITE YOUR
 NAME, TAKE YOUR PENCIL AND WRITE YOUR NAME IN THE BOX BELOW THE LITTLE
 BOY THAT IS PLAYING WITH THE BLOCKS. (Demonstrate with your test book-
 let by pointing to the box for their name.)

TEST 2: COLORS OF THE SPECTRUM

(This test is on the cover of the test booklet. The children need a box of at least eight color crayons for the test.) WE ARE GOING TO COLOR THE BLOCKS THAT THE LITTLE BOY IS PLAYING WITH. WE SHALL START COLORING THE LAST BLOCK AND WILL WORK UP UNTIL WE FINISH COLORING THE LAST BLOCK ON THE TOP. FIRST, WE SHALL COLOR THE BLOCK THAT IS CLOSEST TO THE FLOOR AND THAT IS RIGHT NEAR THE LITTLE BOY'S SHOES.

1. COLOR THE BOTTOM BLOCK BY THE LITTLE BOY'S SHOES BLACK.
2. AFTER THE BLACK BLOCK, COLOR THE NEXT BLOCK BLUE.
3. AFTER THE BLUE BLOCK, COLOR THE NEXT BLOCK BROWN.
4. AFTER THE BROWN BLOCK, COLOR THE NEXT BLOCK YELLOW.
5. AFTER THE YELLOW BLOCK, COLOR THE NEXT BLOCK PURPLE.
6. AFTER THE PURPLE BLOCK, COLOR THE NEXT BLOCK GREEN.
7. AFTER THE GREEN BLOCK, COLOR THE NEXT BLOCK ORANGE.
8. AFTER THE ORANGE BLOCK, COLOR THE TOP BOX RED.

TEST 3: SCIENCE, HEALTH AND SOCIAL STUDIES

(Page 2 of the test booklet. Have the children use a dark colored crayon for marking.)

Sample: LOOK AT THE ROW OF PICTURES AT THE TOP OF THE PAGE. THERE IS A DOG, A FISH, A RABBIT AND A HORN. PUT A MARK ON THE RABBIT.

(Demonstrate at the chalkboard by making a large X.)

1. IN THE NEXT ROW, MARK THE DINOSAUR.
2. IN THE NEXT ROW, MARK THE ONE THAT YOU WOULD USE TO GO TO THE MOON.
3. IN THE NEXT ROW, MARK THE ONE THAT A DOCTOR WOULD USE TO HEAR YOUR HEART BEAT.
4. IN THE NEXT ROW, MARK THE ONE FROM WHICH WE GET ELECTRICITY.

5. IN THE NEXT ROW, MARK THE ONE FROM WHICH WE GET WOOL FOR SWEATERS.
6. IN THE NEXT ROW, MARK THE ONE FROM WHICH WE CAN MAKE FLOUR FOR BREAD.
7. IN THE NEXT ROW, MARK THE ONE THAT COULD TURN INTO A BUTTERFLY.
(Have the children turn to page 3.)
8. IN THE NEXT ROW, MARK THE ONE THAT COULD ROTATE AROUND THE WORLD.
9. IN THE NEXT ROW, MARK THE SIGN THAT TELLS ME A RAILROAD CROSSING IS NEAR.
10. IN THE NEXT ROW, MARK THE ONE THAT YOU WOULD USE TO MEASURE HEAT.
11. IN THE NEXT ROW, MARK THE VEGETABLE.
12. IN THE NEXT ROW, MARK THE AMERICAN FLAG.
13. IN THE NEXT ROW, MARK THE ROOT.
14. IN THE NEXT ROW, MARK THE ONE THAT HATCHES FROM AN EGG.
15. IN THE LAST ROW, MARK THE ONE THAT MIGRATES DURING THE WINTER.

(Since pre-school children have a short attention span, it is suggested that time be taken out for a relief drill.)

RELIEF DRILL

REACH UP HIGH TO TOUCH THE SKY,

CLAP, CLAP, CLAP.

TOUCH YOUR NOSE AND THEN YOUR TOES,

CLAP, CLAP, CLAP.

SHAKE YOUR HANDS, WHILE YOU STAND,

CLAP, CLAP, CLAP.

TURN AROUND AND THEN SIT DOWN,

CLAP, CLAP, CLAP.

TEST 4: NUMBERS

(Page 4 of the test booklet. Have the children use a dark colored crayon for marking.) WE ARE GOING TO DO SOMETHING DIFFERENT IN EACH ROW ON THIS PAGE. LISTEN CAREFULLY AND I WILL TELL YOU JUST WHAT TO DO.

1. IN THE ROW OF PICTURES AT THE TOP OF THE PAGE, MARK THE SECOND SQUIRREL.
2. IN THE NEXT ROW, PUT MARKS ON TWELVE BELLS.
3. IN THE NEXT ROW, MARK THE BASKET WITH THE GREATER NUMBER OF BANANAS.
4. IN THE NEXT ROW, MARK THE DIME.
5. IN THE NEXT ROW, MARK THE PIECE OF PIE THAT IS ONE HALF OF A PIE.
6. IN THE NEXT ROW, LOOK AT THE BUTTONS. I WILL TELL YOU A STORY ABOUT THEM. TOM WAS PLAYING A GAME WITH BUTTONS. HE FOUND THREE BUTTONS UNDER THE CHAIR AND TWO BUTTONS ON THE TABLE. MARK THE NUMBER OF BUTTONS THAT TOM FOUND ALTOGETHER. (Repeat the item.)
7. IN THE NEXT ROW, LOOK AT THE BOATS. I WILL TELL YOU A STORY ABOUT THEM. JOHN RECEIVED FOUR BOATS FOR HIS BIRTHDAY. JOHN BROKE TWO OF THE BOATS. MARK THE NUMBER OF BOATS THAT JOHN HAD LEFT. (Repeat the item.)
- 8, 9 & 10. IN THE ROW AT THE BOTTOM OF THE PAGE WE HAVE MOST OF THE NUMBERS FROM ONE TO TEN. PUT IN THE NUMBERS THAT ARE MISSING.

(Turn to page 5.)

Sample: LOOK AT THE ROW OF PICTURES AT THE TOP OF THE PAGE. THERE IS A BOX OF RABBITS, SOME APPLES, SOME TEPEES AND SOME BELLS.

WE WANT TO FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES.

COULD SOMEONE TELL ME WHICH TWO BOXES HAVE THE SAME NUMBER OF PICTURES?

(Let a child give the answer.) SINCE THERE ARE THE SAME NUMBER OF RABBITS AS THERE ARE TEPEES WE SHALL PUT A MARK ON THE BOX OF RABBITS AND ON THE BOX OF TEPEES. (Demonstrate with your booklet.)

11. IN THE NEXT ROW BEGINNING WITH THE BALLS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.

12. IN THE NEXT ROW BEGINNING WITH THE ICE CREAM CONES, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.

13. IN THE NEXT ROW BEGINNING WITH THE FLOWERS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.

14. IN THE NEXT ROW BEGINNING WITH THE SUCKERS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.

15. IN THE NEXT ROW BEGINNING WITH THE BOATS, FIND THE TWO BOXES THAT HAVE THE SAME NUMBER OF PICTURES AND PUT MARKS ON THEM.

(Let the children use their pencils for marking the last part of the test.) AT THE BOTTOM OF THE PAGE THERE ARE SOME LITTLE BOXES WITH PICTURES IN THEM. WE ARE GOING TO COUNT THE NUMBER OF PICTURES AND PUT THE NUMBER THAT TELLS HOW MANY RIGHT BESIDE THE PICTURES.

16. IN THE FIRST BOX THERE ARE SOME TOPS. COUNT THE TOPS AND PUT THE NUMBER THAT TELLS HOW MANY TOPS BESIDE THE TOPS.

17. IN THE NEXT BOX THERE ARE SOME CARROTS. COUNT THE CARROTS AND PUT THE NUMBER THAT TELLS HOW MANY CARROTS BESIDE THE CARROTS.

18. IN THE NEXT BOX THERE ARE SOME BIRD HOUSES. COUNT THE NUMBER OF BIRD HOUSES AND PUT THE NUMBER THAT TELLS HOW MANY BIRD

HOUSES BESIDE THE BIRD HOUSES.

19. IN THE NEXT BOX COUNT THE UMBRELLAS. PUT THE NUMBER THAT TELLS HOW MANY UMBRELLAS BESIDE THE UMBRELLAS.

20. IN THE NEXT BOX COUNT THE WAGONS. PUT THE NUMBER THAT TELLS HOW MANY WAGONS BESIDE THE WAGONS.

21. IN THE LAST BOX COUNT THE BALLS. PUT THE NUMBER THAT TELLS HOW MANY BALLS BESIDE THE BALLS.

TEST 5: HANDWRITING

(Page 6 of the test booklet. Have the children use a pencil for the test.)

LOOK AT THE LINES OF WRITING AT THE TOP OF THIS PAGE. TAKE YOUR PENCIL AND COPY THE LETTERS AND WORDS RIGHT UNDERNEATH ON THE SPACES IN YOUR BOOKLET. TRY TO MAKE THEM LOOK JUST LIKE THE LETTERS AND WORDS IN YOUR BOOKLET. (As you read the above directions, demonstrate with your booklet.)

TEST 6: READING

(Page 6 of the test booklet. This part of the test is given individually. Approximately one hour after the children have been taught to read the story for the reading test each child should be checked individually on their memory of the story words in context and the words in isolation. For the individual check the children should be out of hearing range of the other members of the class. First, the child should be asked, "DO YOU REMEMBER HOW TO READ THIS STORY? PLEASE READ IT FOR ME." The teacher should guide the reading with her hand. Then the child should be checked on the words in isolation. Present the five word flash cards in the following order: over, Susan, the, rope, jumps. Ask the child, "TELL ME WHAT THESE WORDS SAY," For all correct

responses the child should be given a check in the appropriate space in his test booklet on page 6.

While the child is being checked on Test 6, the other members of the class can color the little boy on the test booklet cover.

(It is suggested that the remaining tests be given at another sitting.)

TEST 7: VISUAL DISCRIMINATION

(Page 7 of the test booklet. Have the children use a dark colored crayon for marking.)

Sample: LOOK AT THE ROW OF PICTURES AT THE TOP OF THE PAGE. THERE IS A DUCK, A DUCK, A CAT AND A DUCK. CAN SOMEONE TELL ME WHICH PICTURE IS NOT LIKE THE REST? (Let one of the children give the answer.) THE CAT IS NOT THE SAME AS THE OTHER PICTURES SO WE WILL PUT A MARK ON THE CAT. (Demonstrate on the chalkboard by making a large X.)

WE ARE GOING TO MARK THE PICTURE IN EACH ROW THAT IS NOT THE SAME AS THE OTHER PICTURES. DO ALL OF THE ROWS ON THIS PAGE AND ON THE NEXT PAGE. STOP WHEN YOU FINISH THE SECOND PAGE. I CANNOT HELP YOU. DO NOT SKIP ANY. DO AS WELL AS YOU CAN. YOU MAY BEGIN.

(The administrator should watch closely to see that each child completes the two pages.)

TEST 8: AUDITORY DISCRIMINATION

(Page 9 of the test booklet. Have the children use a dark colored crayon for marking.)

THIS WILL BE A LISTENING GAME. I AM GOING TO SAY SOME WORDS AND I WANT YOU TO LISTEN VERY CLOSELY. (Say) TAUGHT, BOUGHT, CAUGHT. WE

SAY THAT THESE WORDS RHYME BECAUSE THEY ALL END WITH THE SAME SOUND. I WILL SAY SOME MORE WORDS THAT RHYME. RAT, CAT, MAT. (Wait a second.) CALL, FALL, TALL. LISTEN CAREFULLY AS THIS TIME I WILL SAY ONE WORD THAT DOES NOT RHYME WITH THE REST. (Say) TELL, BELL, BAT, WELL. CAN SOMEONE TELL ME WHICH WORD DOES NOT RHYME WITH THE REST. (Let a child give the answer.) YES, BAT DOES NOT RHYME WITH TELL, BELL AND WELL BECAUSE IT DOES NOT END WITH THE SAME SOUND. NOW, LET US LOOK AT THE PICTURES AT THE TOP OF OUR BOOKLET. IN THE TOP ROW THERE IS A BLOCK, A CLOCK, A BED AND A SOCK. CAN SOMEONE TELL ME WHICH WORD DOES NOT RHYME WITH THE REST? (Let a child give the answer.) BED DOES NOT RHYME WITH THE REST OF THE PICTURES SO WE WILL PUT A MARK ON THE BED. (Demonstrate by putting a large X on the chalkboard.)

1. IN THE NEXT ROW THERE IS A CAP, A FROG, A DOG AND A LOG. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
2. IN THE NEXT ROW THERE IS HAT, PIG, RAT AND CAT, MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
3. IN THE NEXT ROW THERE IS GUN, ONE, SUN AND BOOK. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
4. IN THE NEXT ROW THERE IS RING, PLANE, KING AND SWING. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
5. IN THE NEXT ROW THERE IS CANE, RAIN, BELL AND PLANE. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
6. IN THE NEXT ROW THERE IS CAP, CAKE, SNAKE AND RAKE. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.
7. IN THE LAST ROW THERE IS PEN, HEN, TEN AND LAMB. MARK THE PICTURE THAT DOES NOT RHYME WITH THE REST.

(Following Test 8, it is suggested that the children stand for a

relief drill.)

BROWN BUNNY

MY NAME IS BROWN BUNNY,

AND I CAN HOP, HOP, HOP.

(Hop three times.)

MY EARS ARE LONG,

AND ARE WAY ON TOP.

(Make ears with hands.

I CAN HOP AROUND,

AND I CAN WIGGLE MY NOSE.

(Do as the words indicate.)

AND BEST OF ALL,

I CAN THUMP MY TOES.

TEST 9: LISTENING COMPREHENSION

(Page 10 of the test booklet. Have the children use a dark colored crayon for marking.)

I AM GOING TO READ YOU SOME STORIES. LISTEN AS CAREFULLY AS YOU CAN AS I WILL ASK YOU SOME QUESTIONS AFTER I FINISH READING THE STORY.

Sample: CURLYTAIL WAS A FAT LITTLE PIG. HIS MOTHER CALLED HIM CURLY FOR SHORT.

Sample: IN THE ROW OF PICTURES AT THE TOP OF THE PAGE YOU SEE A COW, A PIG, A MOUSE, AND A RABBIT. MARK THE ONE THAT SHOWS WHO THE STORY WAS ABOUT. (Check to make sure that all of the children have the right answer marked.)

LOOK UP WHILE I READ YOU THE NEXT STORY.

I. SALLY PLAYED WITH PRETTY BIRD, HER CANARY, EVERY DAY. ONE DAY

SALLY FORGOT TO SHUT THE CAGE DOOR. THAT NIGHT PRETTY BIRD FLEW OUT OF HIS CAGE. HE FLEW OUT OF THE HOUSE TO A TREE IN THE YARD. IN THE MORNING SALLY SAW THE EMPTY CAGE. SALLY LOOKED ALL OVER THE HOUSE FOR HER CANARY. THEN SALLY WENT OUTSIDE TO LOOK FOR PRETTY BIRD. SHE LOOKED IN THE BUSHES. SHE HUNTED IN A TREE AND THEN SHE SAW PRETTY BIRD SITTING ON A BRANCH. PRETTY BIRD SAW SALLY AND FLEW TO HER. SHE SEEMED TO BE GLAD TO SEE SALLY AGAIN. FIND THE ROW OF PICTURES UNDER THE BOATS. (Demonstrate with booklet.)

1. IN THE ROW UNDER THE BOATS MARK THE PICTURE THAT SHOWS WHAT KIND OF PET SALLY HAD.
2. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHERE SALLY'S PET WENT.

LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

II. ONE DAY RICKY WAS COMING HOME FROM SCHOOL. HE NOTICED SMOKE COMING OUT OF A WINDOW OF A HOUSE. THERE MUST BE A FIRE, SAID RICKY TO HIMSELF. FIRST, RICKY WENT UP TO THE HOUSE AND RANG THE DOOR BELL. NO ONE ANSWERED SO RICKY RAN NEXT DOOR AND ASKED THE NEIGHBOR TO CALL THE FIRE DEPARTMENT. IN JUST A FEW MINUTES THE FIRE ENGINES WERE THERE AND THE FIRE WAS UNDER CONTROL. THE FIRE CHIEF TOLD RICKY THAT HE WAS A GOOD JUNIOR FIRE MARSHALL. FIND THE ROW OF PICTURES UNDER THE DRUMS. (Demonstrate with booklet.)

3. IN THE ROW OF PICTURES UNDER THE DRUMS MARK THE PICTURE THAT SHOWS THE SURPRISING THING THAT RICKY SAW ON HIS WAY HOME FROM SCHOOL.
4. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHO RICKY HAD THE NEIGHBOR CALL.

LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

III. ONCE THERE WERE TWO LITTLE RABBITS THAT LIVED IN A FIELD. ONE DAY THE TWO RABBITS WERE SHOWING OFF. "I CAN JUMP HIGHER THAN YOU CAN," SAID RONNIE RABBIT. "OH, NO, YOU CAN'T," SAID RICKY RABBIT. "I CAN JUMP MUCH HIGHER." "LET'S HAVE A HIGH JUMP CONTEST," RONNIE SAID. "WE CAN ASK TOMMY TURTLE AND SAMMY SQUIRREL TO COME." AFTER GETTING TOMMY TURTLE AND SAMMY SQUIRREL THE CONTEST BEGAN. FIRST, RICKY RABBIT JUMPED. HE JUMPED VERY HIGH. RONNIE MOVED BACK TO GET READY FOR A BIG JUMP AND HE BUMPED RIGHT INTO A STICKER BUSH. RONNIE JUMPED VERY HIGH. HE JUMPED MUCH HIGHER THAN RICKY RABBIT.

FIND THE ROW OF PICTURES UNDER THE SNOWMEN. (Demonstrate with your booklet.)

5. IN THE ROW OF PICTURES UNDER THE SNOWMEN MARK THE PICTURE THAT SHOWS THE ANIMALS WHO WANTED A JUMP CONTEST.
6. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHAT RONNIE RABBIT BUMPED INTO.
7. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHO CAME TO JUDGE THE CONTEST.

LOOK UP AT ME WHILE I READ YOU THE NEXT STORY.

IV. THERE WAS ONCE A TURTLE NAMED TINY TURTLE WHO LIVED IN A LAKE. HE WAS SO LITTLE THAT MANY PEOPLE COULD NOT SEE HIM. ONE DAY A LITTLE BOY SAW TINY TURTLE WALKING NEAR THE EDGE OF THE LAKE. THE LITTLE BOY PICKED HIM UP. HE PUT TINY TURTLE INTO A CUP AND TOOK HIM HOME WITH HIM. THE NEXT DAY THE LITTLE BOY TOOK TINY TURTLE TO SCHOOL SO THE WHOLE CLASS COULD ENJOY THE LITTLE TURTLE. TINY WAS VERY HAPPY IN HIS NEW HOME AT SCHOOL. HE THOUGHT THAT HE

WAS A VERY LUCKY LITTLE TURTLE. (Have the children open their booklets to page 11.)

8. IN THE ROW OF PICTURES AT THE TOP OF THE PAGE MARK THE PICTURE THAT SHOWS WHAT THE LITTLE BOY FOUND.
9. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHERE THE LITTLE BOY FOUND TINY.
10. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHAT THE LITTLE BOY PUT TINY IN TO TAKE HIM HOME.
11. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHERE THE LITTLE BOY TOOK TINY TO LIVE.

LOOK UP AT ME WHILE I READ YOU THE LAST STORY.

- V. ONE NICE DAY FRANK HAD NO ONE WITH WHOM TO PLAY. HE TOOK HIS KITE OUTDOORS. HIS KITE WAS RED, WHITE AND BLUE. IT HAD A LONG TAIL THAT HAD PIECES OF CLOTH KNOTTED DOWN THE STRING. FRANK PULLED HIS KITE DOWN THE STREET AND INTO THE PARK. THE OTHER CHILDREN SAW FRANK AND HIS PRETTY KITE. THEY FOLLOWED FRANK AND THE KITE TO THE PARK. WHEN FRANK REACHED THE PARK HE TURNED AROUND AND HE SAW MANY CHILDREN FOLLOWING HIM. THE KITE HAD FOUND PLAYMATES FOR THE BOY.

FIND THE ROW OF PICTURES UNDER THE STARS.

12. IN THE ROW OF PICTURES UNDER THE STARS MARK THE PICTURE THAT SHOWS WHO THE STORY WAS ABOUT.
13. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS FRANK'S PLAYTHING.
14. IN THE NEXT ROW, MARK THE PICTURE THAT SHOWS WHERE FRANK WENT TO PLAY.
15. IN THE LAST ROW, MARK THE PICTURE THAT SHOWS WHO FOLLOWED

FRANK.

TO SCORE THE TESTS

Each of the eleven pages of the test booklet is scored by counting the number of correct responses. Scoring the test pages requires the use of the scoring frame, the last page of the pupil's test booklet, and the test pages themselves. The total possible score of the entire test booklet is 100 points.

TEST 1: WRITING MY NAME TEST

Possible score - 2

If the first name has been written in a readable manner the child receives one point. If both the first name and the last name have been written in a readable manner the child receives two points.

TEST 2: COLORS OF THE SPECTRUM

Possible score - 2

If at least five of the blocks on the test cover have been colored correctly, the child receives one point. If all eight blocks are correctly colored the child receives two points.

TEST 3: SCIENCE, HEALTH, AND SOCIAL STUDIES

Possible score - 15

Do not count the sample. Use the correcting frame to check this test. If the child has marked more than one picture in a row he receives no credit for the item.

TEST 4: NUMBERS

Possible score - 21

Do not count the sample. Use the correcting frame to check this test. The answers for the Number Test appear down the side of the correcting frame. Items 16, 17, 18, 19, 20 and 21 can be counted cor-

rect even if the numbers are written backwards. The test items are to check the child's concept of the numbers and their relations to the numeral.

TEST 5: HANDWRITING

Possible score - 8

The child receives a point for each letter reproduced on the top line and a point for each word reproduced on the bottom line. The letters and words must be reproduced in a reasonably legible manner.

TEST 6: READING

Possible score - 15

The child receives one point for each word he can remember in context and two points for each of the words he can remember in isolation. This test must be checked individually. Each child should be taken by the administrator or teacher-helper out of hearing range of the other children. Ask the child to read the story in context first saying, "Do you remember how to read this story?" "Please read it as well as you can for me." The administrator should guide his hand under the words as they are being read. Then, the child should read the words from the flash cards. The administrator should say, "See if you can remember these words. What does this word say?" Present each of the five words in the order designated in the test booklet on page 6 column 2. Mark the correct answers in the child's booklet. It will take about two minutes to check each child. The rest of the children could finish coloring the cover of their test booklet.

TEST 7: VISUAL DISCRIMINATION

Possible score - 15

Do not count the sample. Use the correcting frame to check the

test. If the child has marked more than one item in a row he receives no credit for the item.

TEST 8: AUDITORY DISCRIMINATION

Possible score - 7

Do not count the sample. Use the correcting frame to check the test. If the child has marked more than one item in a row he receives no credit for the item.

TEST 9: LISTENING COMPREHENSION

Possible score - 15

Do not count the sample. Use the correcting frame to check the test. If the child has marked more than one item in a row, he receives no credit for the item.

VALIDATION OF THE TESTS

To be effective, any diagnostic measure must possess both a high degree of validity and a high degree of reliability. Over 2,000 tests were given over a period of four years to obtain the following results.

Work on the Contemporary School Readiness Test was begun in 1961. During September, 1961, 311 first graders were given the initial form of the test which contained fifteen sub-tests and over 300 items. The median raw score on the test results was 159, while the range of the raw scores was from 201 to 62. Following correction of the tests and the computation of item analysis good items were retained and poor items discarded. The items were then paired for difficulty in terms of the per cent passing each item as a result of the item analysis. Five entire sub-tests, which did not contribute materially to knowledge of children's readiness for school, were eliminated.

The revised forms of the test were administered during the second

week of September, 1963. The author personally administered Forms A and B to more than 300 first graders in the Great Falls, Montana, area. Each of the 305 pupils was given both Form A and Form B of the test. The rotation technique was used in the administration of the tests. The item analysis was repeated on all of the items. As a result of this computation, the items were again paired for difficulty in terms of the per cent passing each item.

Five-, six-, and seven-year-olds were given the revised Form A and Form B of the Contemporary School Readiness Test in January of 1964. A sampling of over 100 children was used. Each child was given both Form A and Form B of the test. The rotation technique again being used. In April, 1964, seven months after the administration of the Contemporary School Readiness Test, the classroom teachers administered the Metropolitan Achievement Test, to 119 of the 305 children who took the readiness tests in September. Raw scores obtained on the two tests were correlated to obtain validity scores. Following the January, 1964 administration of the tests the item analysis for each item was again computed. The items were again paired for difficulty.

During January of 1965, the tests were again administered to over 100 five-, six-, and seven-year-olds. The scores that the children received on Form A were correlated with those received on Form B for the purpose of obtaining a reliability score. At the beginning of May, 1965, sixty five of the 100 children were given the Metropolitan Achievement Test. The raw scores obtained on the two tests were correlated to secure validity scores.

During the second week of September, 1965, 265 first graders took the final form of the Contemporary School Readiness Test. The children

attended schools in Montana, Idaho and Washington. The tests were administered with the purpose of using the scores to set up norms for the Contemporary School Readiness Test.

The reliability of the Contemporary School Readiness Test, was determined for 100 entering first grade pupils in January, 1964. The scores received on Form A of the test were correlated with the scores received on Form B. The correlation of these two sets of scores was $+.96$. The Person Product-Moment Correlation technique was used. The reliability of the Contemporary School Readiness Test, was again computed following administration of the tests to another 100 five-, six-, and seven-year-olds in January, 1965. The same technique was used. The correlation of these two sets of scores was $+.97$.

The predictive value of the test was determined by correlating the raw scores made on the Contemporary School Readiness Test, with the children's scores on the Metropolitan Achievement Test, given at the end of the year. The correlation coefficients are given below for 102 pupils attending four first grade classes in January, 1964.

Correlations of the sub-tests with the total

Visual Discrimination	.457
Auditory Discrimination	.634
Listening Comprehension	.671
Reading	.602
Total Reading Score	.925
Science, Health and Social Studies	.812
Numbers	.699
Handwriting	.702

Correlation of the Contemporary School Readiness Test with
the Metropolitan Achievement Test

Predictive validity .886

The correlation coefficients are given below for 100 pupils attending four first grade classes in January, 1965.

Correlation of the Contemporary School Readiness Test with
the Metropolitan Achievement Test (Total raw scores) .903

Correlation of the Contemporary School Readiness Test with
the Metropolitan Achievement Test (Total reading score) .826

Correlation of the Contemporary School Readiness Test with
the Metropolitan Achievement Test (Total Number Score) .596

NORMS

The Contemporary School Readiness Test was standardized on the test results of 265 first grade children. The total sample was about evenly divided between boys and girls. The tests were given in the states of Montana, Washington and Idaho. The children came from varied socioeconomic backgrounds. There is no evidence to be found in this study that regional origin of children of the ages involved characterizes them in so far as readiness for school is concerned. The range of the scores together with the per centiles are given below:

Centile Norms

Raw Score	Centile	Raw Score	Centile	Raw Score	Centile
100	99+	67	37	34	5
99	99+	66	36	33	5
98	99+	65	33	32	5
97	99	64	32	31	4
96	98	63	30	30	4
95	98	62	28	29	4
94	96	61	27	28	3
93	95	60	25	27	3
92	91	59	25	26	3
91	89	58	24	25	3
90	87	57	23	24	3
89	84	56	23	23	3
88	83	55	22	22	2
87	78	54	21	21	2
86	76	53	20	20	2
85	75	52	19	19	2
84	73	51	18	18	2
83	70	50	17	17	2
82	67	49	15	16	2
81	64	48	14	15	2
80	63	47	13	14	1
79	60	46	12	13	1
78	59	45	12	12	1
77	56	44	11	11	1
76	53	43	10	10	
75	51	42	9	9	
74	50	41	9	8	
73	47	40	8	7	
72	45	39	8	6	
71	42	38	7	5	
70	41	37	6	4	
69	40	36	6	3	
68	39	35	5	2	

LEVEL OF SCHOOL READINESS

Letter Rating	Centile Limits	Status
A	98 - 100	Superior - Should begin to read right away. Should produce excellent work.
B	83 - 96	Very Good - Should be able to master first grade material with considerable ease and speed.
C+	68 - 78	High Average - Should be able to produce satisfactory work.
C	33 - 67	Average - Likely to succeed in first grade work.
C-	17 - 32	Low Average - Learning can be accomplished but the child should not be pushed.
D	4 - 16	Below Average - Likely to have difficulty in mastering first grade material.
F	1 - 3	Failure - The child is not ready for school. Further kindergarten work is essential.

THE PRELIMINARY FOR A
of
THE S T S TOTAL
SCHOOL READINESS TEST

PUBLISHED IN 1966 BY THE
SCHOLASTIC TESTING SERVICE
BENSENVILLE, ILLINOIS

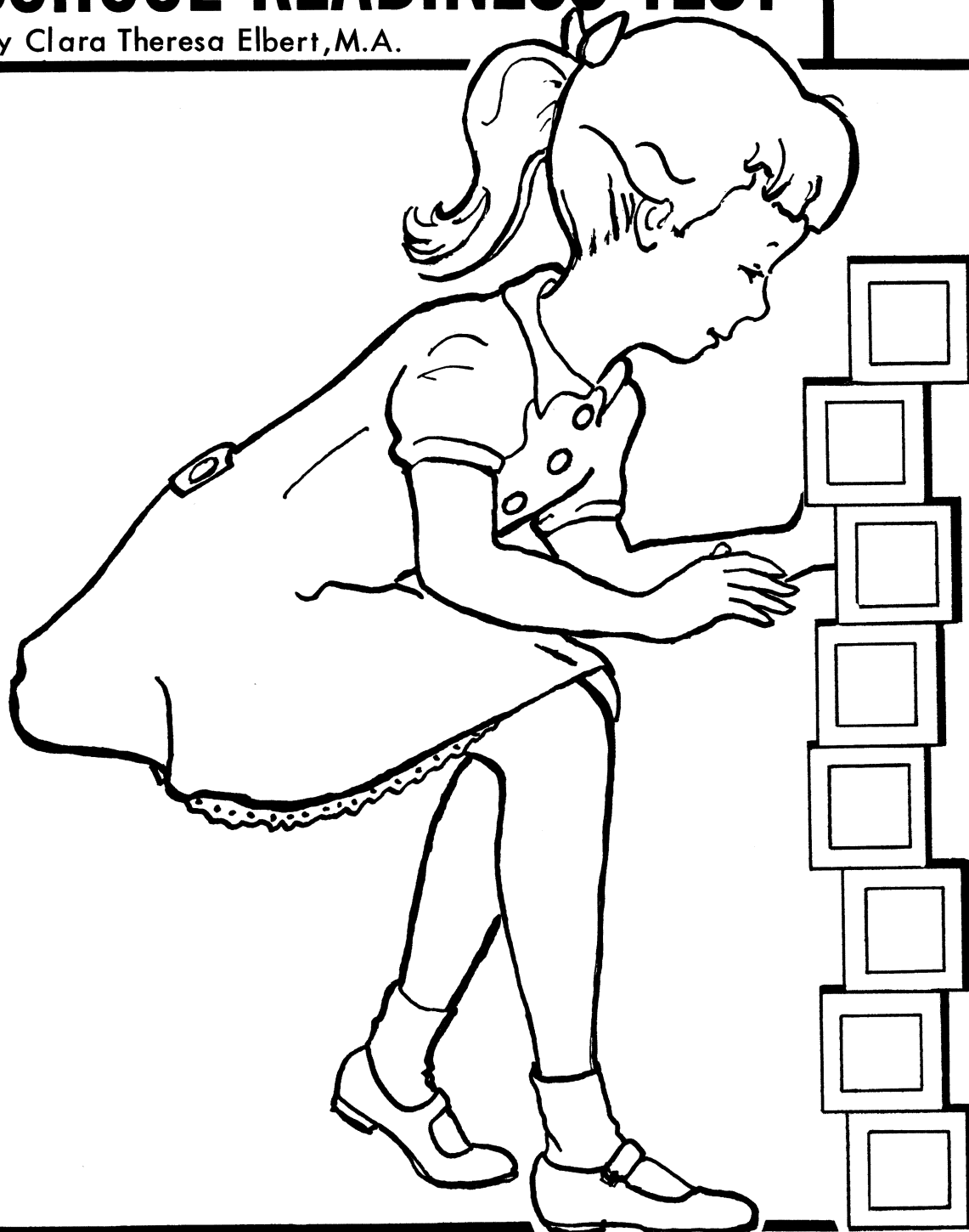
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SCHOOL READINESS TEST

by Clara Theresa Elbert, M.A.

FORM

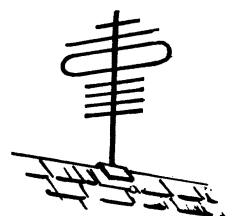
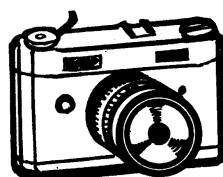
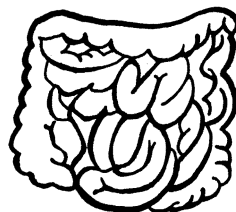
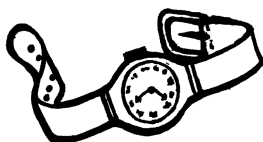
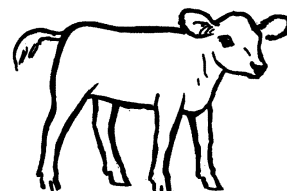
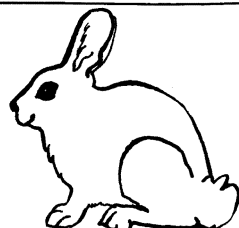
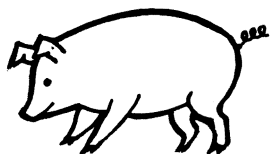
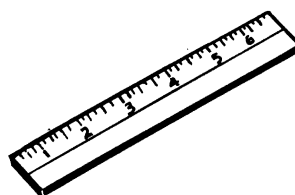
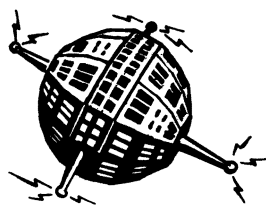
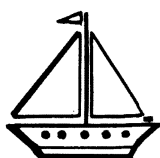
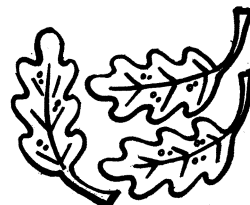
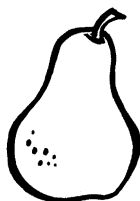
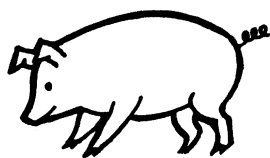
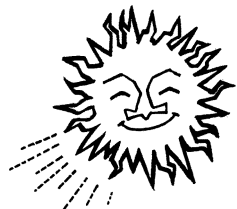
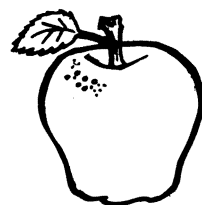
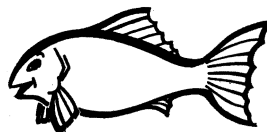
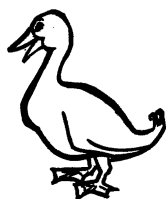
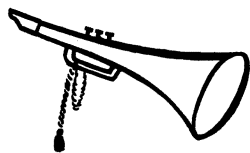
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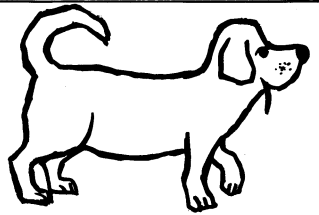
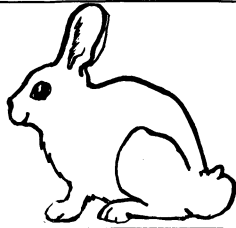
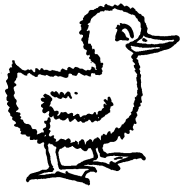
I CAN WRITE MY NAME

A large, empty, rounded rectangular box for writing the child's name.

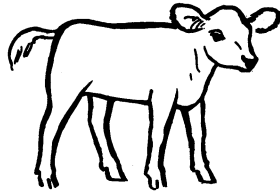
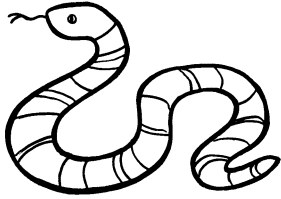
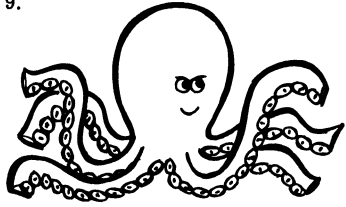
SAMPLE



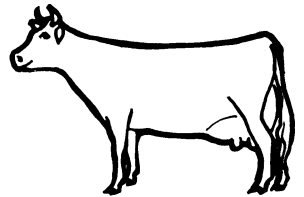
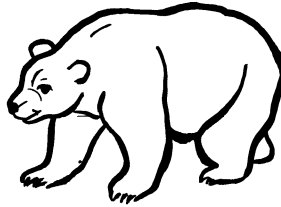
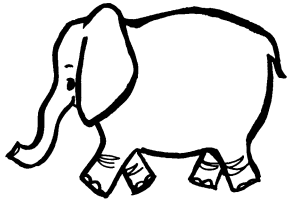
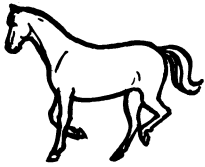
8.



9.



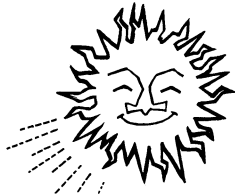
10.



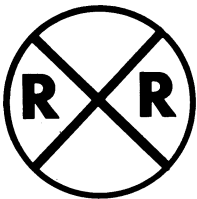
11.



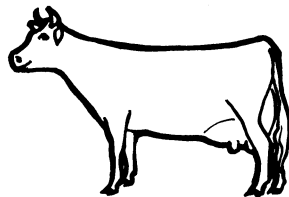
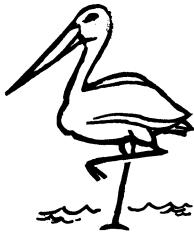
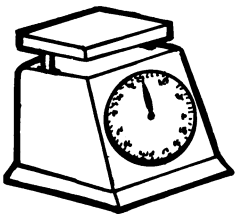
12.



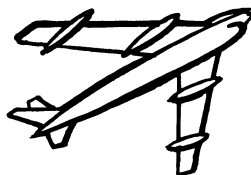
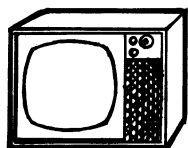
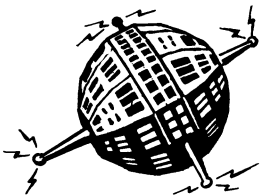
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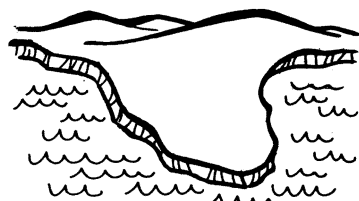
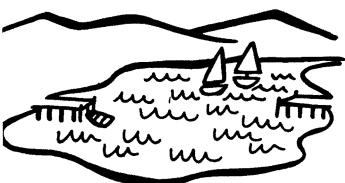
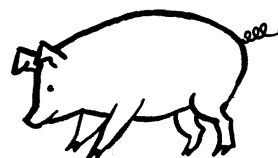
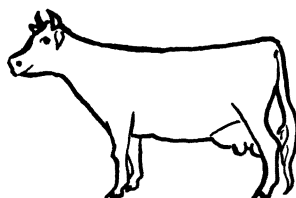
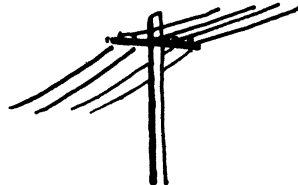
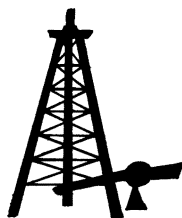
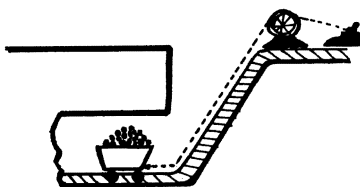
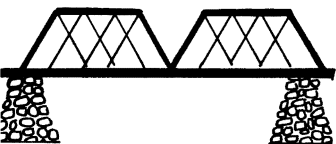
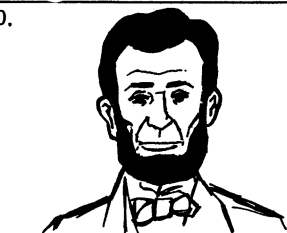
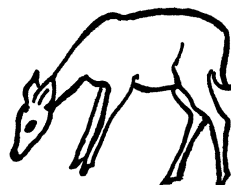
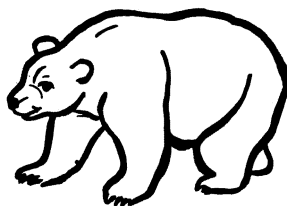
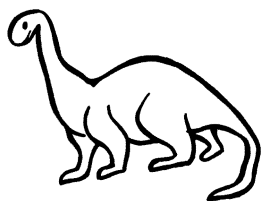
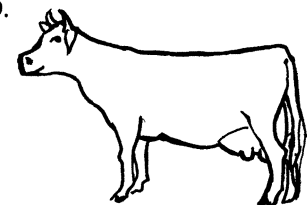
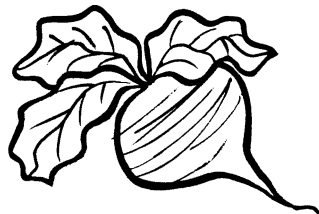
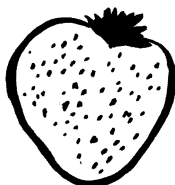
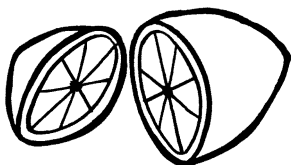
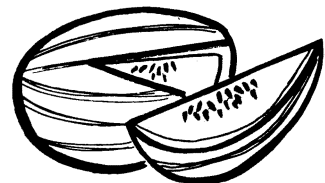
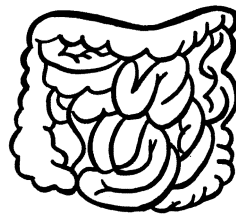
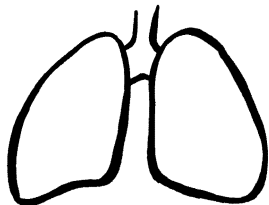
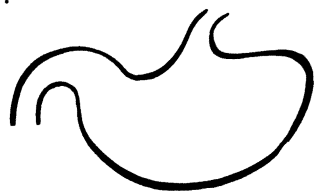
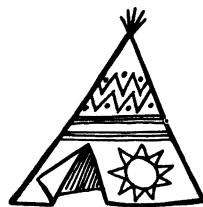
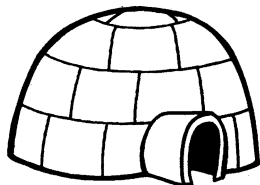
14.



15.



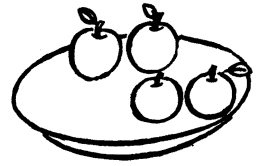
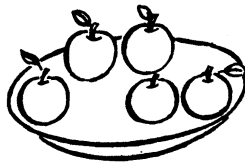
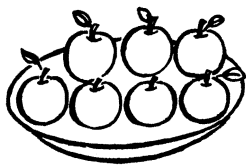
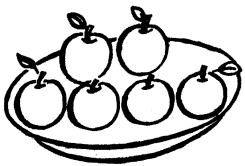
6.



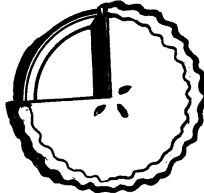
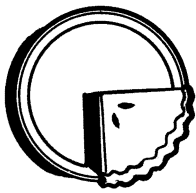
Total: _____

TEST 4

2.



4.



6.


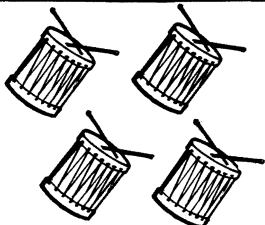

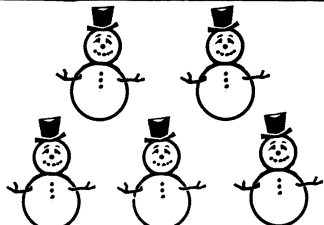
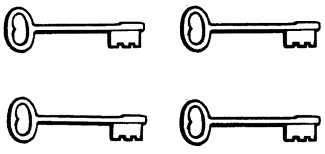
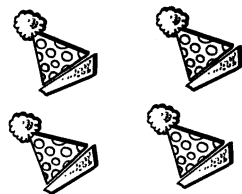
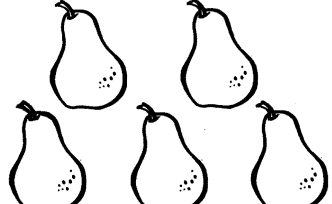
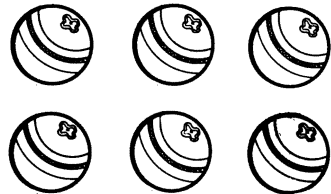
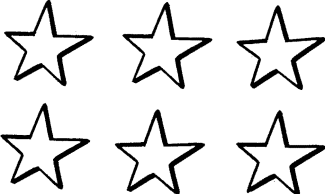
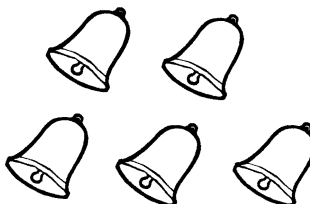
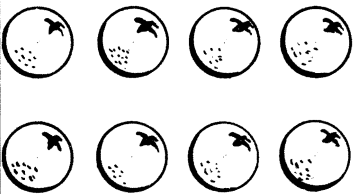
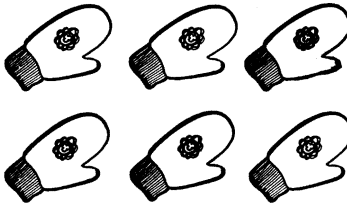
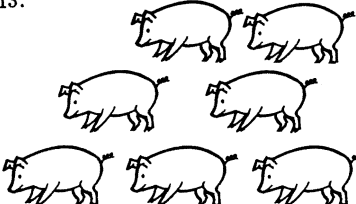
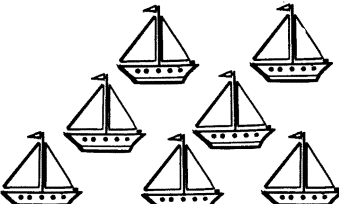

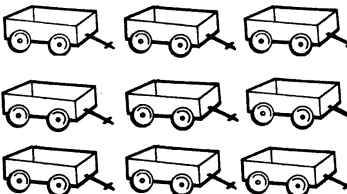
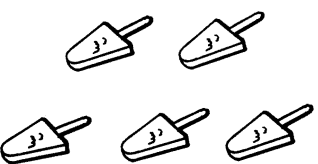
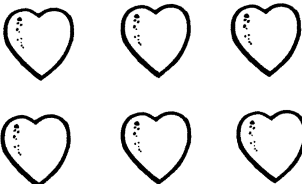
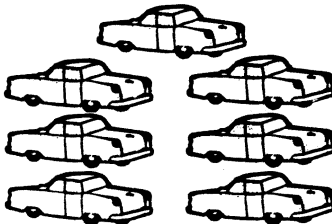
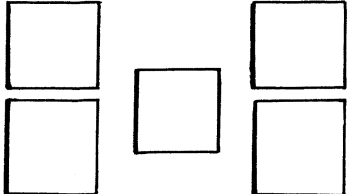
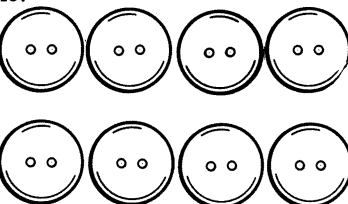
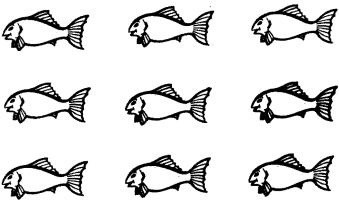
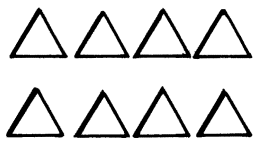
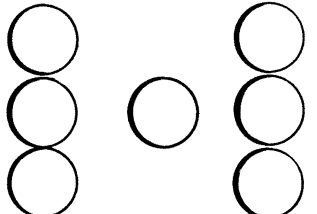


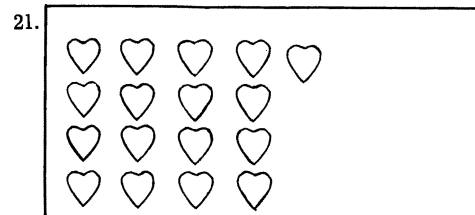
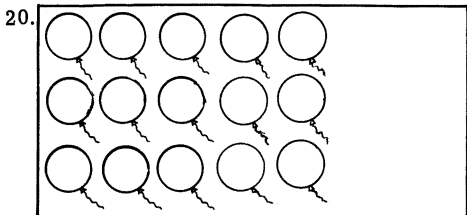
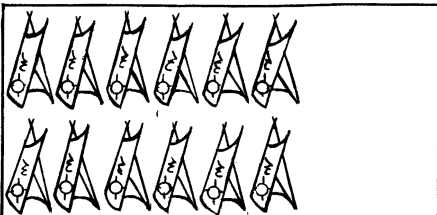
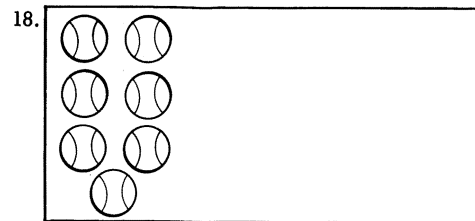
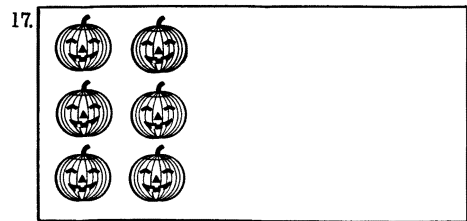
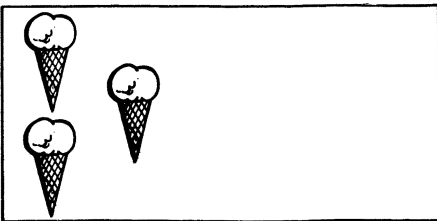
8.



10.

1 2 4 6 7 9 10

<p>SAMPLE</p> 			
<p>11.</p> 			
<p>12.</p> 			
<p>13.</p> 			
<p>14.</p> 			
<p>15.</p> 			



Total: _____

TEST 5

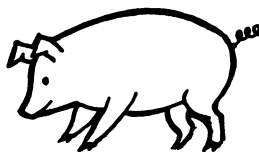
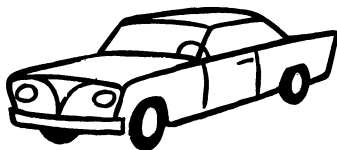
b e g s

Look at me run.

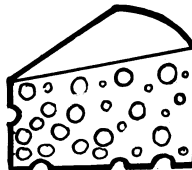
Score: _____

TEST 6

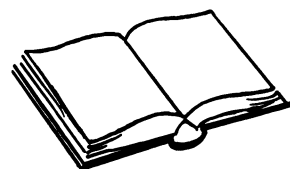
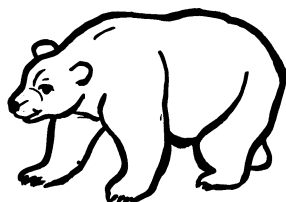
SAMPLE



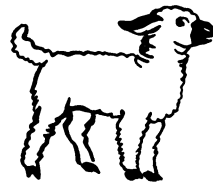
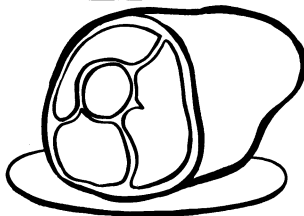
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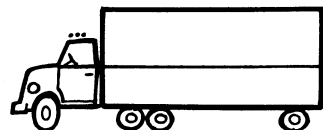
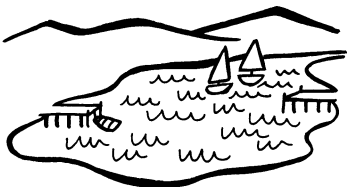
2.



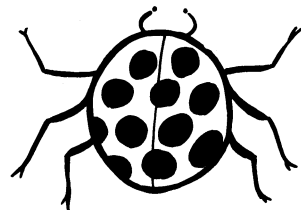
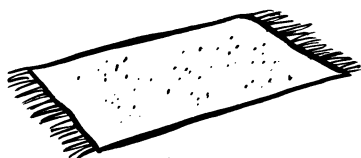
3.



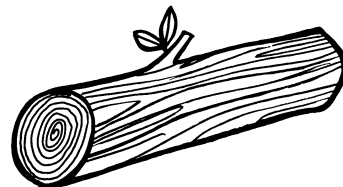
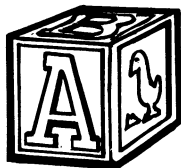
4.



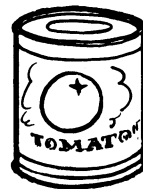
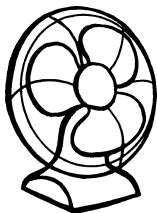
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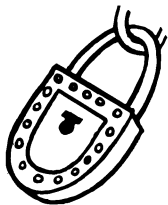
6.



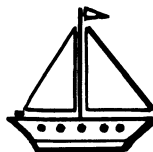
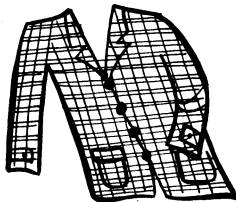
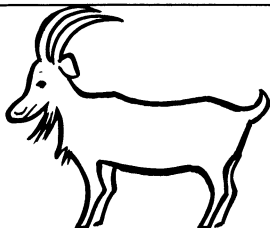
7.



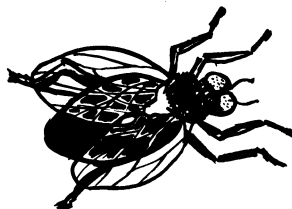
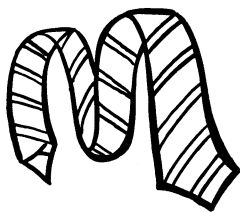
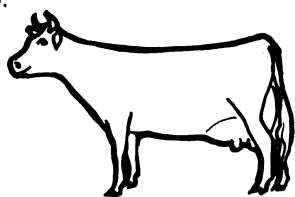
8.



9.



10.

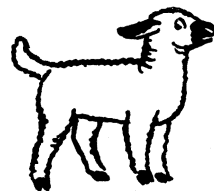
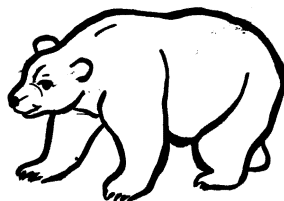
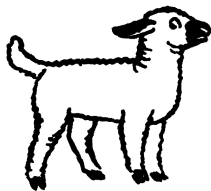
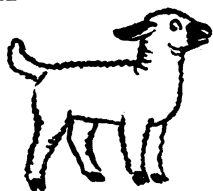


Total: _____

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TEST 7

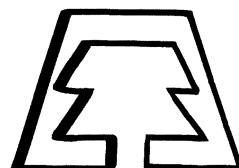
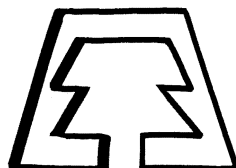
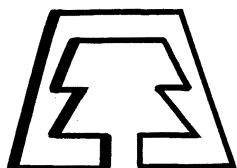
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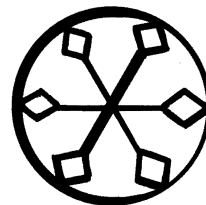
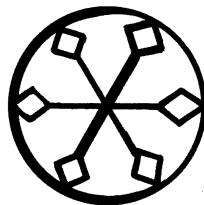
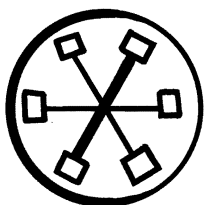
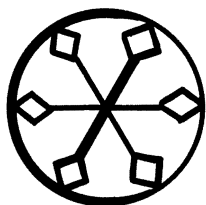
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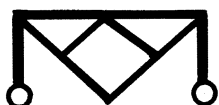
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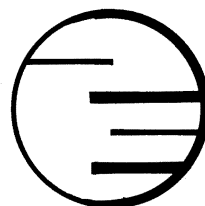
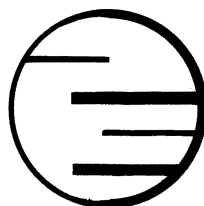
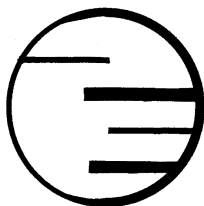
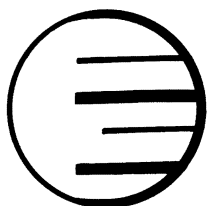
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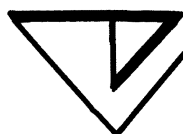
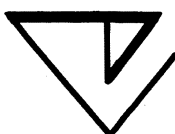
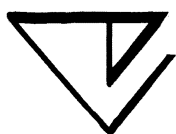
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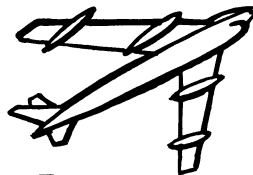
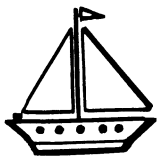
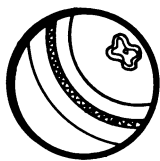
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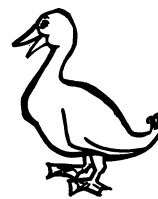
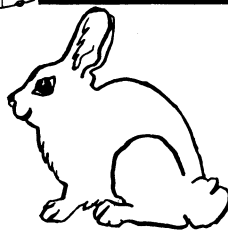
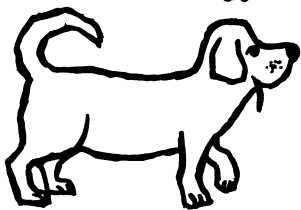
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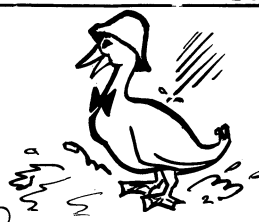
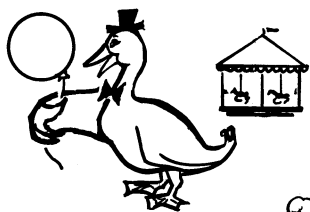
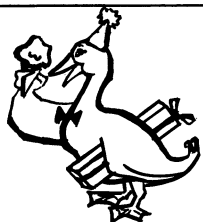
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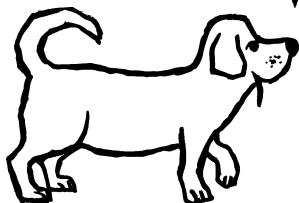
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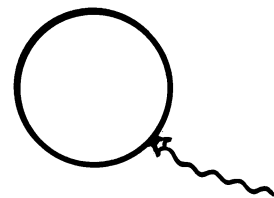
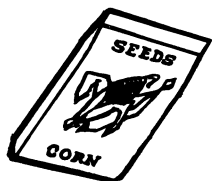
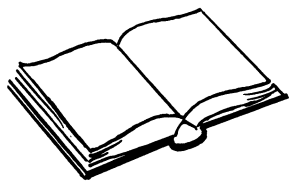
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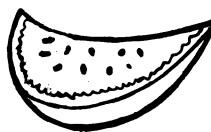
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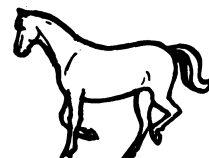
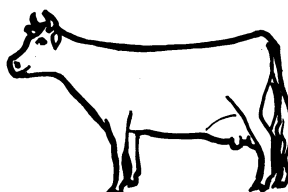
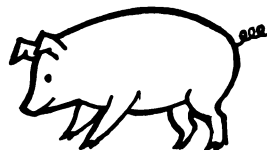
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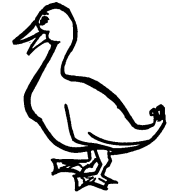
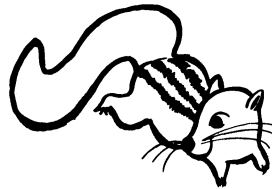
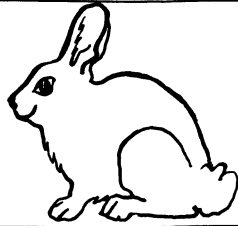
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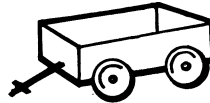
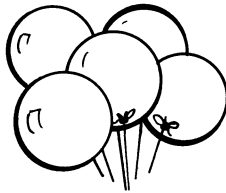
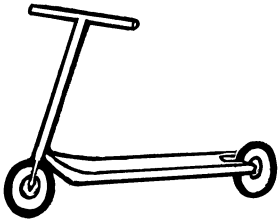
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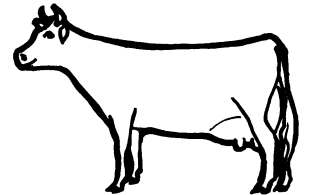
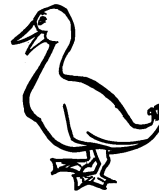
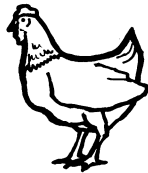
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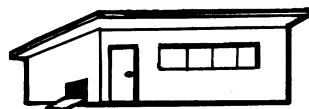
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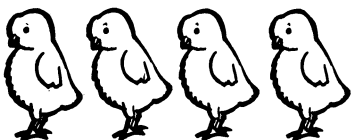
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Total: _____

Pupil's Name _____ Date of Testing _____
 _____ Day _____ Month _____ Year _____
 Boy _____ Girl _____ School _____ Date of Birth _____
 _____ Day _____ Month _____ Year _____
 City _____ State _____ Pupil's Age _____
 _____ Years _____ Months _____
 Teacher _____ Number of Months in Kindergarten _____

<u>Test Results</u>	<u>Possible Score</u>	<u>Child's Score</u>
1. Writing My Name	2	_____
2. Colors of the Spectrum	2	_____
3. Science, Health, and Social Studies	23	_____
4. Numbers	21	_____
5. Handwriting	12	_____
6. Auditory Discrimination	10	_____
7. Visual Discrimination	15	_____
8. Listening Comprehension	15	_____
Total Reading Score (Tests 6, 7, and 8)	40	_____
TOTAL SCHOOL READINESS	100	_____

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